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ABSTRACT

The result of 18 months' work, this guide to developing and implementing a competency based curriculum for Alaska's North Slope Borough School District is designed to provide personnel in other rural Alaskan districts with information, materials, and planning procedures that can be replicated and/or adapted. Each portion of the North Slope project is described in detail and sample materials are presented in the appendices for each task described. Specific recommendations are presented in italics for each portion of the guide. Other Alaskan and Lower 48 resource materials are also cited. Recognizing that Alaskan school districts are currently at many different points in the development of secondary curriculum, an index indicates the various stages of development, where they are discussed in the document, and the supplementary appendix materials. The stages discussed in this document and presented in the index are as follows: define needs for secondary curriculum; define goals and competencies; build a course plan; train teachers; develop planned course statements; design learning materials; define delivery system; design recordkeeping system; plan for evaluation; and make long-range plans. Costs to the North Slope project are detailed, and the appendices provide samples of competency based education components, a list of available competency based secondary curriculum dissemination materials, a sample competency achievement record, a classroom reporting form, and planned course statements for career exploration, health, physical education, skin sewing, communication skills, etc. (JC)

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COMPETENCY BASED CURRICULUM DEVELOPMENT

FOR

RURAL SECONDARY SCHOOLS IN ALASKA:

A USER'S GUIDE

by

Patricia O. Evenson,
Project Director

North Slope Borough School District
Barrow, Alaska
Dr. John E. Anttonen, Superintendent

with technical assistance from

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710 S.W. Second Avenue
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FOREWORD

This document records the history of a plan. It describes how that plan was generated and used in the North Slope Borough School District to begin the monumental task of developing a secondary curriculum which is relevant, based on community needs and appropriate to the resources of the small Alaskan rural high school.

As the chief administrator of the world's geographically largest school district, many problems come across my desk. Most, like the Arctic Slope itself, are immense. But none is more critical than curriculum planning: How can we best serve our students in terms of what they are learning and how they are being taught. During this year we have made real progress in defining the outcomes of secondary education for the North Slope, and it is these outcomes which will serve as our roadmap in the future. We have built the framework for continuing local curriculum development, inservice training and prioritizing our educational needs.

I would recommend the use of the model we have developed and tested this year by other rural Alaskan school districts who find value in examining and defining the outcomes of education.

Dr. John Anttonen, Superintendent,
North Slope Borough School District

FOREWORD

It has been my pleasure to serve as the project director for the Competency Based Secondary Curriculum Development Project for the North Slope for the past 15 months. Working on the project has been a pleasure because of the fine people with whom I have worked and because of my conviction that together we have developed a secondary curriculum system that can significantly improve the quality of education in our district and others.

One especially exciting feature of our work has been our application of research and development techniques in education to the classroom. We have drawn on much recent research about how students learn most effectively in designing our system and have utilized good evaluation in revising and modifying our products.

We hope that your district may find our research and development experience on the North Slope valuable in your own efforts to revise secondary curriculum and to improve instruction in your classrooms.

Pat Evenson
Project Director

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PREFACE

This document is the result of one and one-half years of work in developing and implementing a competency based secondary curriculum for the North Slope Borough School District in Alaska. It is designed to provide personnel in other rural Alaskan districts and schools with information, plans and materials so that they can replicate our process or adapt portions of it while developing their own secondary education plan. We anticipate that school district administrative personnel, teaching staff, school board members and community people will find the results of our work and recommendations based on our experience to be useful in this process.

The Guide describes each portion of the North Slope project in detail and gives sample materials for each task in the appendices. Recommendations are often based on the work done in 1976-77 in other Alaskan districts which have already used the North Slope process and materials as guides. Specific recommendations in each portion are italicized. Other Alaskan and Lower 48 resource materials which the curriculum developers may find helpful are also cited. Production and printing of the User's Guide has been jointly funded by the North Slope School District and E.S.E.A. Title IV-C. We hope you find it useful.

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INTRODUCTION

How to Get There From Here

Realizing that Alaskan school districts are currently at many points along the secondary curriculum development road and that not all districts will need complete information on all aspects of developing a competency based program, we provide the following roadmap so that you can tap into the journey wherever you are along the road:

Do's and Don'ts from Our Experience

Here are some recommendations gleaned from our experiences in beginning to develop a competency based secondary curriculum:

- DO examine the merits of a competency based education system for your district. We have found that defining the expected outcomes first is a good way to begin secondary curriculum planning, both for the individual teacher in the classroom and for our district as a whole.

- DO assign one staff member primary responsibility for your curriculum development effort, or use an outside person who can spend virtually full time on the project in the beginning.

- DO develop explicit objectives and timelines for your project. Make these known to all of your staff and community people and keep them informed of your progress.

- DO involve your community and students, as well as your teachers, in your Task Force during both the planning and the implementation phases.

- DO conduct a needs assessment prior to beginning the drafting of your competencies.

- DO report back to community, staff and students on your needs assessment.

- DON'T let your Task Force get hung up on highly controversial issues, or on measurement levels for performance indicators, to the detriment of grasping and defining the whole system.

- DO use group process training with your Task Force. It will facilitate their work in defining the competencies, and is also generally useful to teachers in their classroom capacity.

- DO consider using the North Slope competencies as starters. At least four other Alaskan districts and schools (Adak, Galena, Gamble and Southwest) have found them useful in showing a Task Force how competencies might look.

- DON'T make your course plan too restrictive by requiring too many specific course titles. Allowing schools some flexibility in course offerings will improve the chances that your system will be relevant to the greatest number of students.

- DO examine a variety of planned course statements with your Task Force as they begin to draft their own. Models from the North Slope, Galena, Adak, Southwest, Angoon and Lower Yukon should all prove helpful to you in this task.

- DO include planned inservice training for all of your staff in your objectives. Inservice training should emphasize development of teacher skills in using CBE and foster positive teacher attitudes toward the program.

- DO model whatever you consider to be effective instruction in your inservice training activities.

- DON'T forget to help teachers identify community resources for instructional activities while they are drafting planned course statements.

- DO plan to develop at least some of your instructional materials locally and to scrounge for others which are relevant to rural Alaskan life.

- DO institute a teacher mini-grant program in your district. It buys a lot of goodwill and involvement from your teachers.

- DO spend time working on a recordkeeping system. Lack of this item will cause your system to fail.

- DO incorporate planned formative evaluation procedures for each of your program's objectives and do use the evaluation data to modify your plan and program as needed.

- DON'T keep what you are doing a secret. Use your curriculum development efforts as a way to involve community, students and staff in a positive effort to institute instructional improvement.

And, most important of all:

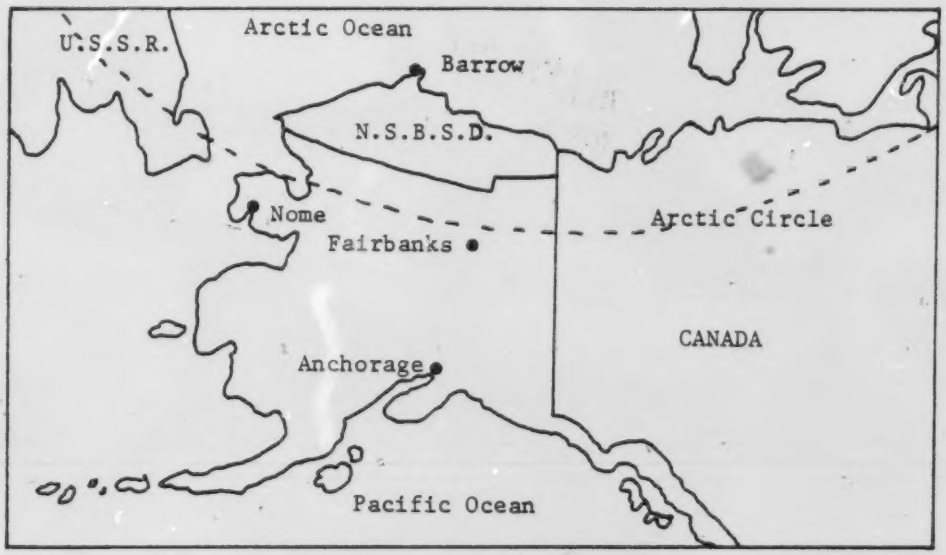
- DO make curriculum planning and development a priority in your district by assigning funds and personnel for it. If you seek to improve instruction for your students, you will not find a better way to use your resources than to emphasize the importance of what you are teaching and why with your staff.

the north slope story

THE NORTH SLOPE STORY

The Setting

The North Slope Borough, a general purpose governmental unit, was officially formed on July 1, 1972. Geographically, it encompasses the northernmost portion of Alaska and comprises 88,281 square miles. It borders three time zones, from Canada on the east to Point Hope on the west, and is entirely situated above the Arctic Circle. Barrow, the seat of government and largest community, is 1,955 air miles from Seattle, 722 air miles from Anchorage and 502 air miles from Fairbanks.



The North Slope Borough School District also became an official entity in 1972. Geographically, it is the largest school district in the world. This creates many complex administrative problems, since schools are as much as 650 miles apart and transportation is entirely by small aircraft. The student population (92% Eskimo, 8% Caucasian) attend classes from kindergarten through twelfth grade.

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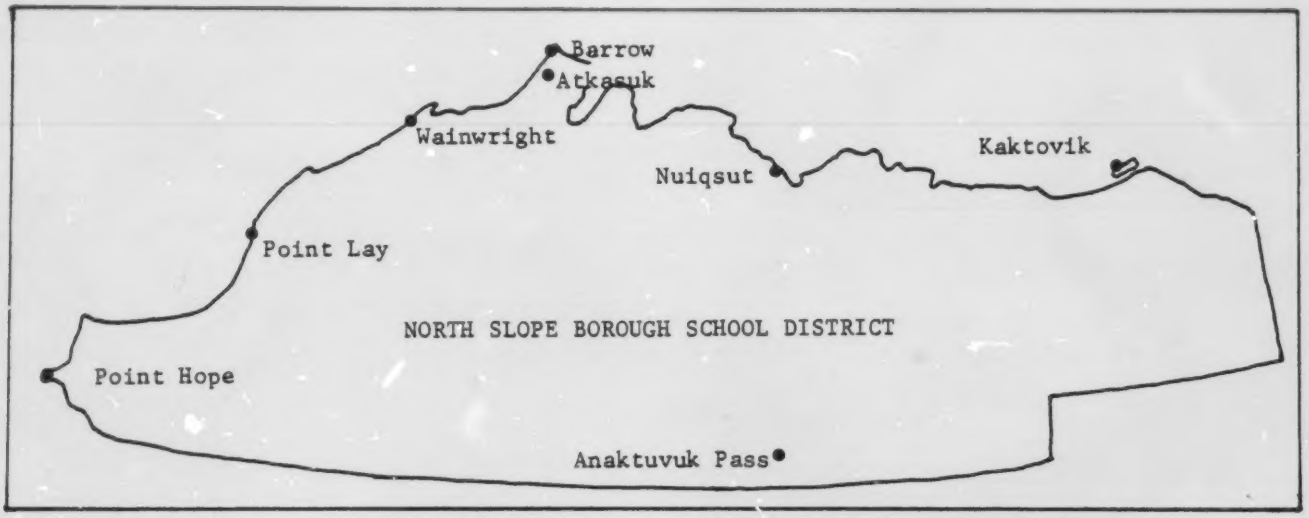


School Populations 1976-77

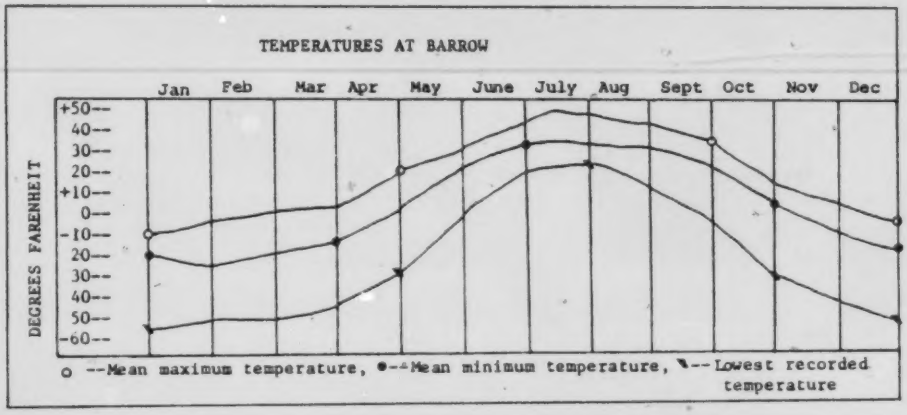
	Elementary (ECE-8th)	Secondary (9th-12th)
Anaktuvuk Pass	39	26
Barrow	521	144
Kaktovik	35	7
Nuiqsut	65	16
Point Hope	100	47
Point Lay	18	0
Wainwright	105	38
TOTALS	883	278

For school year 1977-78, an eighth school, Atkasuk, will be added in a new village site. Approximately thirty students are anticipated, with five to ten of these at the secondary level.

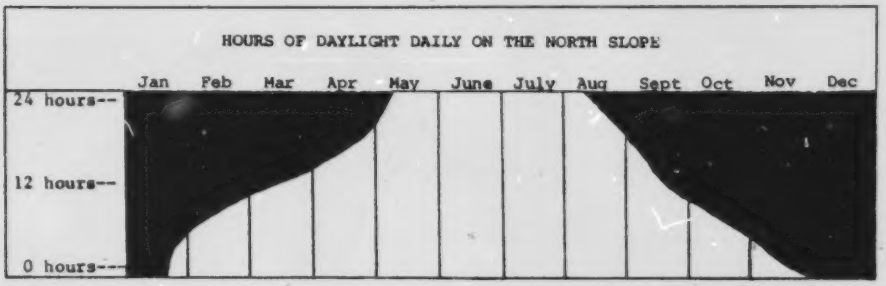
Population Estimates

Village	1976	1977	1978	1979
Barrow	2,330	2,390	2,450	2,510
Wainwright	360	365	370	375
Anatuvuk Pass	145	150	155	160
Point Hope	440	450	460	470
Nuiqsut	190	200	210	220
Point Lay	60	70	80	90
Kaktovik	155	160	165	170
Atkasuk	0	60	60	60
TOTALS	3,680	3,845	3,950	4,055

Anthropologists claim that Eskimos have resided in the Arctic for 8,000 years. Two ecological groups of Eskimos are to be found in the area which is now the North Slope Borough: the Nunamiut, a land people whose mode of living evolved around the caribou; and the Taguigmiut, a coastal people whose life style was oriented toward hunting sea mammals. Historically, the Eskimo population was comprised of nomadic bands whose locations were determined by the availability of fish and wildlife.



Barrow has four inches of mean annual precipitation, less than twenty wet days per year, and twenty inches of mean annual snowfall. The mean January minimum temperature is minus twenty-four degrees Fahrenheit, while the mean July maximum temperature is forty-six degrees Fahrenheit. The lowest recorded temperature at Barrow was minus fifty-six degrees Fahrenheit in January 1924.



The sun does not set for 84 days (May 10 to August 2), since the entire North Slope Borough is situated above the Arctic Circle. Conversely, the sun does not rise for 58 days (November 18 to January 24).

Geographic isolation, extreme cold temperatures and resulting transportation difficulties have caused the school district to devise unique solutions to communication problems not necessarily found in other districts. For example, Advisory School Councils have been established in each village which meet regularly with the principal or principal-teacher of the school. Furthermore, in order to assure local determination, each village has an elected representative attached to the Federal Programs Parent Advisory Committee for the purpose of assisting district personnel as grant proposals are

written, submitted and, if funded, evaluated. Next, a native teacher who is fluent in the Eskimo languages travels regularly by air to the villages in an attempt to keep teachers, parents and other villagers informed of current school-related happenings. Finally, each school is equipped with a shortwave radio which provides access to the administrative offices in Barrow.

Where We Were in 1975

At the request of District Superintendent John Anttonen in the fall of 1975, the Northwest Regional Educational Laboratory (NWREL) undertook a survey of educational needs in the North Slope Borough School District. Results of the survey indicated teaching staff and administrators felt a number of concerns about the secondary school program. Major concerns were:

1. Lack of any planned secondary curriculum. Each high school and each secondary teacher in the North Slope Borough School District was basically left to his/her own resources in deciding what courses should be taught. Course content varied widely from school to school within the district, even under the same course title. State guidelines were very general, identifying only the number of course credits required in each content area for graduation. Gaps and repetitions in content were common because of the unusually high teacher turnover and because of the high proportion of student transfers within the district. Curriculum planning--either for the district as a whole or within individual schools--frequently took second priority to the immediate school survival problems of assuring supplies, electricity, water and substitute teachers.

2. Lack of adequate training for secondary teachers to teach courses outside their major area of preparation. Outside of the Barrow High School teaching staff, most North Slope secondary teachers are responsible for teaching three or more secondary subjects. Few are prepared by their college training to teach courses outside their major area(s) of preparation. Little help was given the teacher trying to teach courses in which s/he was not expert, beyond assigning them the courses and giving them a textbook, if available. These teachers, dependent on textbooks for the bulk of their course content, generally conducted content-focused instruction, with little emphasis on the application of skills to real life situations.

3. Lack of community participation in determining the goals and outcomes of secondary education. No secondary education programs had existed in the communities of the North Slope prior to 1974, and few parents and students had a clear idea of what a high school education ought to prepare a student to do. While the North Slope School Board had set some broad goals for the education of its students, nothing had been done to assure that these goals were being incorporated into the curriculum or that progress toward meeting these goals was being made. Because the goals of education were very broad and were not generally known by the community, interested parents and community members found it difficult to make suggestions regarding the purpose and kind of instruction they wanted for their students.

The needs assessment also revealed some of the specifications for a secondary curriculum as perceived by community members, parents, students, teachers and administrators. Some of these specifications were:

- Knowledge and learning activities must be individualized and relevant to the North Slope student.
- Skills learned should prepare the student for the widest possible range of options, whether the student chooses to live and work on the North Slope after graduation or to move elsewhere.
- Curriculum should emphasize the Iñupiat cultural heritage and language.
- Basic skills in the English language and math are important.
- Enrichment activities in elective courses are also important.
- Some students need to be prepared for college.
- Real life survival skills (e.g., balancing a checkbook, finding needed information, etc.) should also be emphasized.

In consultation with NWREL, district administrative staff agreed that the most promising approach to resolving the concerns described above was to develop a competency based secondary school curriculum. In order to pay for development of such a curriculum, the North Slope Borough School District submitted a Title IV-C proposal, which was subsequently funded, to the Alaska State Department of Education.

Where We Are in 1977

The North Slope Borough School District begins school in the fall of 1977 with several recently developed tools to meet the secondary curriculum needs identified in 1975-76. Most were developed and partially implemented during school year 1976-77 as segments of the competency based secondary curriculum program. The curriculum development and implementation project was partially funded by an E.S.E.A. Title IV grant, and technical assistance in both phases of the project was provided under contract with the Northwest Regional Educational Laboratory.

The project was carried out in two stages. Phase I was the planning and design portion of the project. Major tasks for this phase (March-July 1976) were:

1. Community and staff curriculum needs assessment, conducted by the project director and a community/student/staff Competency Task Force
2. Review of other competency based curriculum strategies, models and materials already being used in Oregon and other states
3. Drafting a set of district student competencies based on the needs assessment data collected and on a search of the literature on competency based curricula
4. Review and revision of drafted competencies by the Task Force
5. Presentation of drafted competencies to the School Board
6. Identification of course titles and content to teach competencies; revision of existing courses to meet competencies as defined
7. Four-week summer inservice training for nine North Slope teachers to develop planned course statements for all district-required courses for use during 1976-77
8. Development of inservice training materials and recordkeeping systems for CBE
9. Preparation of implementation plan

Phase II of the project (August 1976 to June 1977) was implementation of the new secondary curriculum. Its major tasks included:

1. On-site inservice training in the North Slope schools.
2. Use of planned course statements in all district-required secondary courses during 1976-77.
3. Use of teacher recording forms in all classes using the planned course statements and use of the student competency record form for all 9th graders (The competency requirements for graduation become effective with the graduating class of 1980.)
4. Establishment of a teacher mini-grant program for secondary curriculum development and improvement (Incentive awards of up to $500 per teacher were granted for curriculum work.)

5. Training sessions with the NSBSD School Board and selected members of the Advisory School Councils from the North Slope villages on the CBE system and its use in the district village schools

6. District-wide secondary teacher inservice on CBE, utilizing the teachers from the 1976 summer workshop as trainers (The teachers met as a district-wide curriculum committee to revise planned course statements and to develop a four-year secondary curriculum plan for NSBSD and for their schools.)

Major products of the CBE project are available from the North Slope Borough School District at minimum cost and should prove useful to other Alaskan school districts wishing to replicate this process or portions of it. A complete list of available dissemination materials is found in Appendix B, but the major components are:

1. The student competencies, a statement of North Slope Borough School District educational goals pertaining to six identified adult life roles: individual, learner, producer, consumer, citizen and family member. For each goal, one or more student performance indicators has been developed to define the minimum acceptable level of student achievement.

2. Planned course statements. Forty-eight planned course statements have been developed for required and elective subjects in twelve curriculum areas. Twenty of these were used, tested and revised during the 1976-77 school year. These planned course statements contain a course description, course goals and student performance indicators to measure the student's achievement of the goals. Each contains some of the goals and performance indicators from the Student Competencies, and suggested learning activities for student achievement of the competencies. (See Appendix E.)

3. Recordkeeping system. The Classroom Reporting Form is used by each NSBSD teacher in recording the student's achievement of each performance indicator in each course. This information is then transferred to each student's individual Competency Achievement Record booklet, a permanent record which supplements the student's transcript of courses and credits. (See Appendix D, C.)

4. A four-year secondary curriculum plan for each school and for the district as a whole. The plan, based on the student learning outcomes identified in the Student Competencies and data on student achievement collected during 1976-77, suggests needed materials acquisition and development, inservice training needs and personnel needs. (See Appendix I.)

Evaluation of the project, conducted by the NWREL evaluation division and based on the stated objectives, occurred at several points during both phases. The evaluations, summaries and instruments used are listed below in the section entitled "Using Facts and Figures to Improve Your Program" pages 68-69. Evaluation data indicate that the CBE system as developed and implemented seems to meet, or at least to suggest ways to meet, some of the concerns identified by the district in 1975. Major findings of the evaluation are presented below.

1. The CBE system provides a standardized secondary curriculum for the district which insures that each high school graduate has demonstrated a minimum acceptable level of skills as a result of his/her high school education. The district-required courses provide a common core of content and skills, but many of the courses are "selectives" within the content area, permitting each school

maximum flexibility in designing its own course plan and curriculum to meet the specific educational needs of its own clientele.

2. The CBE recordkeeping system facilitates individualization of instruction by providing the teacher with information on the skills the student has already demonstrated and those that s/he needs to work on. It also aids in-district student transfers, since the competency record travels with the student. Gaps and repetition in curriculum will be less common with the improved recordkeeping.

3. By utilizing community and teacher ideas in the development of the CBE curriculum, both groups were encouraged to bring their concerns about schools and school programs together in a positive effort to better meet the needs of students. Making the goals of education known to the community and soliciting its help in clarifying those goals was an important step in involving the education patrons in the schooling process.

4. For the first time since the district's formation in 1972, curriculum planning and development became a high priority item for the administrators and teachers of the North Slope during 1976-77. The CBE system provided a way to begin examining the purpose of secondary education and the methods used to achieve these purposes. For some teachers, being asked to define expected student learning outcomes, instead of teacher tasks, was a new and different way of looking at teaching and learning. For others, requirements to justify to students the real life purpose of knowledge acquisition within a

subject field represented a significant change in philosophy. Most teachers, although initially skeptical, found the CBE system in action helpful and useful in improving instruction in their classrooms.

Most students appreciated being able to see the requirements for a course and their progress toward meeting those requirements spelled out clearly. Parents liked the fact that CBE reporting gave them more information about their students' progress. Administrators and school board members saw, in a fully implemented CBE system, a way to evaluate the effectiveness of instruction.

5. Finally, the planned course statements developed and used met the specifications for an appropriate curriculum for the North Slope. Emphasis is placed on basic English language and math skills, real life survival skills and use of local resources in the education process. Goals related to Iñupiat culture and heritage occur throughout the curriculum, not only in the Iñupiat language courses. Students are encouraged to examine their current learning activities in terms of their expectations for adult life--on the North Slope and elsewhere.

In summary, the North Slope CBE project met the goals established in the needs assessment and has provided the school district with a standardized, yet flexible, secondary curriculum and tools for the continued evaluation and improvement of secondary programs. The model has been tested for a year and has been replicated in part in several other Alaskan sites. It seems to be a sound way to tackle some of the problems common to secondary education programs in rural Alaska--and it's not an insurmountable

task. Valuable CBE products and materials developed by other schools and the Northwest Regional Educational Laboratory helped us get started. This User's Guide, based on our experience, can help other districts who wish to implement CBE.

getting organized to do the job

GETTING ORGANIZED TO DO THE JOB

Defining Directions and Needs

The North Slope Borough School District decided to use a competency based curriculum approach because: 1) it offers a reasonable way to insure that all students have developed at least a minimum level of skills and achievement in their high school education, and 2) the process of defining the student outcomes of secondary education provides good training to teachers and community members in dealing with the basic curriculum questions: "What should we teach?" and "How do we know when the student has learned it?" Schools often begin at the opposite end of this process--they acquire students, teachers, desks and textbooks and then try to define the desired student product.

On the North Slope, we began as if we were going to build and launch a boat. First, we decided what kind of boat design would best suit our needs given the waters where we intended to sail (needs assessment). Then we drew up the blueprints for our boat; there were the student competencies: "What should a high school graduate be able to do?" Once we had our blueprints, we planned how to undertake building the boat, starting by laying the keel and so on (course offerings and planned course statements). We acquired the boat-building materials (teaching and learning materials) and trained the people who were going to help us build the boat (inservice training). We also planned several shakedown cruises to see if the boat was sailing the way we had planned (evaluation). Based on our experience on the early cruises, we tinkered and modified the boat a bit so that it would sail better. And, at the end of the year, we had gotten our boat built, sailed it a lot and had a good time.

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On a more serious note, a CBE system offers some distinct advantages for a school system. It makes the student outcomes specific for everybody--student, parent, teacher and administrator--going on the principle that if we know where we're supposed to be going, we're more likely to get there. It facilitates individualized instruction by providing goals and performance indicators while still permitting the teacher and student to employ whatever learning activities seem best in each educational setting. The curriculum has some fixed outcomes, but it is still flexible enough to accommodate varying educational needs. It provides for evaluation of the effectiveness of instruction. And if used as the sequenced yet flexible program it was designed to be, it can insure that every high school graduate has acquired minimum survival skills for adult life.

We began by assigning a staff member responsibilities for the development and implementation of the secondary CBE curriculum. *It seems to be very important to have one person, at least initially, whose full-time responsibility is cuuriculum.* We tried a half-time position (combining the project director's job with an administrative assistant's position at the high school) and found this unworkable. Our experience and that of others is that curriculum always becomes a second priority to other administrative duties, unless the job description clearly defines it as the chief priority of the position.

If your district cannot afford a full-time curriculum person on site, consider using someone in a consulting capacity to head up your effort and to develop materials. If this person is not from your district, make sure that s/he works closely with your community and teachers in order to maintain credibility. We also used technical assistance from

Northwest Regional Educational Laboratory to provide information, support and evaluation assistance to our project director. This proved to be a good investment in terms of the project's productivity in our district.

Developing a Plan

Phase I of the CBE project involved these tasks and timeline:

1. Appoint CBE Task Force, orient them to CBE and the project. — March 10, 1976
2. Identify needs assessment data and collection methods; conduct interviews as needed. — March 19, 1976
3. Draft initial set of district student competencies based on needs assessment. — April 1, 1976
4. Review and revise competencies and present to school board. — April 23, 1976
5. Identify course titles and content to teach to competencies. — May 5, 1976
6. Conduct a 4-week summer inservice workshop to develop planned course statements, CBE implementation plan and inservice training materials for use 1976-77. — June 30, 1976

All of these tasks were carried out by the project director, with the help and guidance of the Task Force. The Task Force planned and approved each task in this phase of the project and functioned as an advisory body to direct the program through Phase I.

Using the Task Force

The CBE Task Force initially consisted of twelve appointees designated by the school district administrative staff. It included the associate superintendent of instruction in an ex-officio role, the project director and the Barrow secondary principal. Two senior

students joined the group, as well as two community members. The balance were secondary teachers from several subject fields. Criteria used in selecting the community members were that the persons be:

- Comfortable expressing their opinions in a group setting
- Involved in both community and school affairs
- Willing to participate in the CBE project
- Of different backgrounds in both educational and work experience

We chose students who:

- Participated actively in school affairs and were interested in and benefitting from school
- Were comfortable expressing opinions in an adult group

Secondary staff members were selected who:

- Expressed an interest in curriculum development and planning
- Represented several subjects fields
- Had previously shown skills in group work

As mentioned before, the Task Force functioned as the advisory body and directed the work of the project director during Phase I. Group meetings occurred about every ten days during the initial phase and were informally chaired by the project director. Good communications patterns were established early among group members, and the group functioned quite effectively in making the necessary decisions with regard to the tasks outlined.

Use of the Task Force during this phase was critical to community and staff acceptance of the CBE program later. Everyone was aware that this particular program was not being fabricated in secret meetings by

persons who had little contact with the realities of the schools on the North Slope, nor was it some magic idea from the Lower 48 to be imposed on the teachers, students and communities of the Slope. Because the staff and community were not only consulted about their perceptions of the needs of the secondary program, but were actually directing how that information was to be used in planning a curriculum revision, the program retained a "grassroots" flavor that improved its credibility and acceptance at all levels. Community involvement is critical to the success of any school program, and the model we used took advantage of the opportunity to use persons from both the village and the school communities. *Based on our successes, we recommend that districts wishing to begin a curriculum project either form a Task Force for the duration of the project, or use an existing group or sub-group such as a School Advisory Council or PTA in that capacity. It is also important to define the criteria for member selection in advance so that a truly representative group is created and used.*

Gathering Information About Local Needs

The Task Force began by looking at some information which is probably available in your district, such as numbers of secondary students and teachers at each school site, current use and availability of community resources for teaching and learning, school board policy and goals of education, and some community surveys taken within the past two years about needs of the secondary programs. We also examined the State of Alaska goals and regulations regarding secondary school programs and crediting requirements.

A November 1975 secondary program needs assessment, conducted by Northwest Regional Educational Laboratory with all North Slope school

principals and some selected secondary teachers, provided additional data about school needs. Believing that this survey should be replicated with members of the Barrow community, the Task Force identified about 20 persons in the community who represented a reasonable cross-section of educational and community responsibilities levels. It also identified the information to be collected.

The interviews of the community people were conducted by the project director during a two-week period. A copy of the interview guide is included in Appendix F. The survey, taken in November 1975 with some secondary teachers, was expanded to include responses from all secondary teachers on the Slope, and a copy of this instrument is also included in Appendix F.

Even though the information collected was accurately predicted by persons who had lived and worked on the Slope for several years, and even though the student competencies based on this data are not significantly different from many models used in the Lower 48, the needs assessment activity again proved to be valuable in maintaining the credibility of the project and in defining unique local needs. Staff and community people felt that their opinions and experience had been taken into account in developing the system, and this ownership of the resulting products helped in gaining community and staff acceptance of the CBE project. *A recommendation to districts for considering and planning a secondary curriculum effort is to develop some form of needs assessment task as a part of the activity.*

Alternative Ways to Collect Needs Information

Conditions in Alaskan towns and villages vary so widely that you may find it necessary to develop a plan for collecting information that suits the unique conditions of your area. The alternatives for collecting needs information outlined below have been used successfully in Alaskan communities. However, they are not presented as rigid procedures, but rather as suggestions from which you can pick and choose the strategy that seems most promising. Indeed, you may wish to combine certain aspects of several approaches.

The thing to remember, though, is that no matter how you collect your information, it is important to plan your activities so that:

- *You contact as many people as possible*
- *You make people feel comfortable and at ease so that they are more likely to give you their true thoughts*
- *You include provisions for getting summaries of the information you gather back to the people who provided it*

PDK Model. One model that has proven successful in all areas of the United States is a goal-setting model developed in California and published by Phi Delta Kappa. This model begins with a list of some 18 goal statements. In a community meeting, individuals are each asked to rank the 18 goal statements from highest to lowest. Additional goals may be included, e.g., when this model is used in Alaska, it is typical for persons to add goals dealing with such issues as preservation of local heritage. After each person ranks the goals, small groups are formed which have the task of synthesizing the rankings of individuals.

Finally, the full group synthesizes the rankings of the small groups. and a list of prioritized goals is obtained. This model is easy to use, and since chips and counters are used to accomplish the rankings, people tend to have fun as they get the job done.

A kit containing all the materials needed to implement the PDK model is available from Phi Delta Kappa, Inc., Commission on Educational Planning, Box 789, 8th & Union Street, Bloomington, IN 47401, at a cost of $4 per packet. Each participant in the group will need one packet of materials.

From the goal statements, school staff can easily generate a set of competencies, using the North Slope Competencies as a guide.

Some users report occasional reluctance of persons to carry out the individual prioritization of goals. If you find that the group you are working with would prefer to work as a group, the PDK model will handily accommodate this adaptation. If, however, you work with a group that has difficulty achieving consensus, it is recommended that the supplied procedures be followed, since they are designed to help a group move towards a consensus ranking of goals.

Interviews. Information about needs can also be obtained by carrying out interviews. The chief advantages of interviewing are that you can reach nearly everyone and that you can get concrete, specific information. Often, though, the latter advantage can turn into a disadvantage if more information is collected than is really needed.

To avoid this, it is suggested that you develop a short interview schedule or questionnaire that you either can fill in yourself as

the respondent speaks, or that you can give to the respondent to complete in your presence. Some samples, each of which has a somewhat different emphasis, are shown below.

Interview Guide A
SAMPLE QUESTION

List five of the most important things you think students should be able to do upon graduating from high school.

1.
2.
3.
4.
5.

Interview Guide B
SAMPLE QUESTION

Circle the expression that best reflects how you feel about each statement.

I think our high school is doing a good job of preparing students for the world.

Interview Guide C
SAMPLE QUESTION

Which of the following courses do you think all students should have taken upon graduation?

___ Math
___ Biology
___ Alaskan History
___ Literature
___ Sex Education
___ Other (please list)

_____
_____
_____

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Your purpose will be to get information that will enable you to develop a set of educational goals for the community--goals that can be broken down into competency statements from which planned course statements can be constructed.

If you are conducting interviews, you will not, obviously, be able to do all the work yourself. You can get help from staff, students and community members. Indeed, the process of involving students and community residents in the process of information gathering can produce increased community interest in the schools. It is often helpful to get those who will be doing the interviews to help construct the interview schedule and to help tally and write a report of the results. You should, at the least, allow them to review the interview schedule and the results.

You will probably find that the process of interviewing goes more smoothly if you schedule some time for interviewers to practice interviewing each other. If you do this, be sure to take the extra time to review and consolidate learnings that will have taken place in the practice interview.

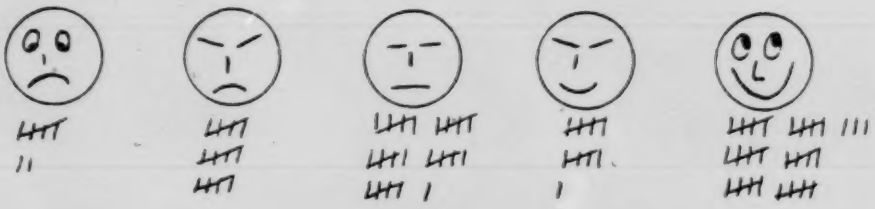
In planning your interview strategy, of course, you will have to pay attention to needs of persons who are more comfortable speaking a language other than English. Some districts have found it useful to have respected community members actually do the interviewing. Others have used interpreters for the interviews.

What To Do With the Information

If you choose to conduct interviews, the ease with which the task of summarizing results is accomplished will be a direct reflection of the amount of care taken in planning for the interviews.

One very helpful check for a survey form is to construct for yourself a picture of what kind of summaries a proposed interview guide is likely to yield. For example, Sample A on page 31 will yield responses that are hardest to classify--different people will probably describe things in different ways. Samples B and C will be much easier to summarize. You can tally the number of times each expression is circled for Sample B:

Interview Guide B: Sample Tally



In Sample C you can tally the number of times each proposed course was mentioned:

Interview Guide C: Sample Tally

22	Math
16	Biology
37	Alaskan History
9	Literature
17	Sex Education

If you find you have a lot of information you can't do anything with or information you have difficulty summarizing, something was probably askew in your planning. In your report of the summary of results, concentrate only on those things that appear useful and important. Ambiguous data tend to cause people to waste time trying to decipher the meaningless.

Your summary will probably be most effective if it is reported in a format similar to the format in which the data were initially collected. As you feed the report back to respondents, they will more readily recognize it and be able to deal with it.

For the North Slope project, information collected in the surveys and interviews, plus the information that the Task Force had examined earlier, was summarized and reported to the Task Force and to all persons who had participated in the interviews and surveys. From these data, the Task Force developed some specifications for the revised secondary curriculum and identified some of the student competencies which should be included. A newsletter was circulated to all of the village schools and secondary staff in order to keep them informed of progress on the project. Given the difficulty in rural areas of keeping the district teaching staff aware of decisions affecting them, this newsletter served a useful function to the project by preparing the teachers outside of Barrow for the changes that the CBE system would bring to them.

Speaking in general terms about the needs assessment model used in the North Slope, most community people and a significant portion of teachers found it difficult to respond to broad questions about the goals of secondary education. Most did identify course titles, some course content and some skills (e.g., balancing a checkbook, oral fluency in Iñupiat) that they felt desirable. In planning the needs assessment portion of your project, you may need to develop ways to prompt the interviewees/surveyees into this line of thinking. Conducting a series of group meetings (as described above) or group interviews might also increase the variety of responses by permitting interaction among people on items that they might have not thought about before.

Guidelines for Information Sharing

The discussion of alternative needs assessment approaches has stressed the importance of sharing the results of information-gathering activities. The purposes of this section are to explain some of the benefits of communicating results both to school staff and community residents and to provide some suggestions that can help you effectively communicate with both groups.

The goals of sharing information are threefold. First, you can maintain your credibility and trust with persons who participated in the survey if you show them the results of their efforts. It is well-known that many citizen involvement projects fail because no one takes the time to show citizens that their opinions are taken seriously. If information seems to disappear down the bureaucratic tube, citizens quickly come to feel that they are being used--that needs assessment is merely an exercise and that administrators make decisions without reference to the results of community surveys. The sad thing is that a perception that administrators ignore needs assessment results may be inaccurate. Still, that perception is encouraged whenever results are not shared with the community members.

As a second goal, you can contribute to general feeling that people know what is going on in the schools by sharing results with as many residents and staff members as possible. Owing to distance and isolation, as well as to cultural factors such as discomfort with English, with printed results and with schools themselves, it may take quite a bit of imagination on your part to achieve a wide distribution of results. Even so,

your efforts will result in people feeling that the schools are operating openly. Staff members will be less likely to feel that decisions are being made behind their backs, and community and village residents will gain confidence in the schools by seeing how the information they have provided is being put to use.

Finally, you can encourage a habit of regular, two-way communication with persons in your district as you share results with them and then encourage their responses. You should let people know explicitly how they can contact the district office if they have questions or comments about the needs assessment results. Also, be sure to let people in the office know that they may be contacted, and work out a strategy with them to deal with the resident who may be calling. Community involvement can be made or broken depending on whether a person's contact with the district office is welcomed or treated as a nuisance.

As you report results, you will probably be faced with the task of reporting to a number of nearby villages. You can use a central location in each village--such as a village bulletin board--to post results. If you can provide copies of the report in both English and the native language spoken in the village, its accessibility will be increased. Community social events provide another avenue for sharing your findings.

Another way you can share results with a number of villages is to designate a person, possibly an elementary school principal or or a district task force member from the village, to call a meeting in his or her area for the purpose of reporting to the community and staff. You can also prepare a cassette tape (again, you can

prepare a tape in English and another in a native language) that explains results. These tapes can be played at a community meeting. If you do this, it will be extremely helpful to have a person available who can answer questions.

Radio and television facilities, if they exist in your area, can also be used for the purpose of information sharing. A call-in program has rich possibilities for stimulating community involvement.

No matter how you choose to present information, your presentation will be most effective if it is simple and straightforward. Community residents and staff members will only become confused if they receive a torrent of numbers or a flood of jargon without knowing what those numbers or terms mean. A simple format for a presentation might be:

1. Explain why the needs assessment was undertaken.
2. Explain briefly how it was conducted: who was contacted, what they were asked, how the data were summarized.
3. Present the conclusions of the study--for each conclusion report relevant data supporting it.
4. Indicate how people can report to the district their feelings about the validity of the conclusions. If it is a live presentation, this would be the time for a question/answer session.

Defining the Competencies

In November 1975, principals and secondary teachers were asked what method would prove most effective and expedient in actually creating the revised secondary curriculum. All responded that they would prefer to have input during the needs assessment task and then to react to written drafts of the competencies and curriculum, so this was the method adopted for the North Slope. Based on the needs

assessment data and a search of the available literature on competencies, the project director prepared the initial draft of the district-wide goals and student performance indicators which comprised the Student Competencies.

The format used was to identify the district goals in six sections which relate to real life adult roles: student as individual, learner, producer, consumer, citizen and family member. This format is also used in the Oregon student competency system. For each life role, several goals are written. For each goal, one or more performance indicators show how the student's mastery of the goal will be measured by the classroom teacher or community person who is responsible for certifying the student's achievement of the goal. As mentioned before, the competencies in use in the North Slope Borough School District are very similar to competencies developed for many other areas in the Lower 48, which makes sense, since many adult survival skills for Anchorage, Akron and Andalusa, Alabama, as well as Anaktuvuk Pass are quite similar. Some of the goals are specific to the North Slope, and these include "understanding and appreciating the Iñupiat Eskimo heritage" and "understanding the role of a shareholder in the Arctic Slope Regional Corporation and its village corporations." The competencies reflect the educational priorities expressed by the staff and community in the needs assessment, with a high emphasis on skills for employment, basic skills development in language (both English and Iñupiat) and mathematics, citizenship and self-understanding, as well as the Iñupiat heritage.

Responding to Local Needs

In working with your task force group on defining the student competencies for your district, some cautions are in order:

1. Rather than torpedo your whole system before it gets off the ground, you may want to consider avoiding some controversial areas and topics and you can predict in advance. For instance, the competencies for the North Slope do not mention sex education, since the Task Force indicated that some members of the community would not wish their students to participate in learning activities in this area. The community members of the Task Force said that the material should certainly be included in the health course and be available to students and parents who wished to study it, but they felt that no required competencies in this area should be drafted. Competencies for understanding the function of Eskimo song, dance and games were removed from the initial draft for similar reasons: Some parents with religious convictions that forbid singing and dancing would not wish their children to participate in these activities; hence, they should not be required.

An initial draft of the competencies also described attaining a sixth grade reading level as being a requirement for graduation. Even after lots of explanations that this is a minimum competency and that the expectation is for a significant proportion of the student population to achieve well above this minimum, community members and parents still judged this level too low. We redescribed the requirement as "achieving functional literacy", and our clients seemed more comfortable with this description.

A requirement for achieving oral fluency in Iñupiat was also removed from the competencies on the recommendation of the Task Force. Task Force members felt that this requirement would work a hardship on the eight percent non-Eskimo student population, and they did not wish to set two standards for the students based on race.

All these topics continue to be a part of the secondary curriculum, but are not listed as required student competencies for graduation.

2. It is critically important that your task force have established good communications and working patterns prior to the time you begin to draft and revise the competencies. Any ill feelings and lack of good will already existing will return to haunt you at this point as "do-or-die" insistence among the members on this item or that item. *If you are not entirely comfortable with your group's grasp of group processes, we strongly recommend some group process training with your staff and task force prior to initiating this critical portion of the process.* This is a good place to utilize outside help, so that all of your task force people can participate as equals in the training process. The groups process training utilized in the summer inservice teacher workshop for the North Slope proved essential in the training process.

Using the North Slope Competencies as Starters

People sometimes regard developing a set of minimum graduation competencies as such a huge task that they become anxious and their efficiency becomes impaired. Much anxiety can be quieted by using the competencies developed in the North Slope as a starting point and by carefully planning the task of developing competencies. Developing competencies can be accomplished in one week, more or less, depending on the level of involvement people want to have in developing a unique set of competencies.

In order to draft a set of competencies, you need to arrange four things:

1. *Results of the Needs Assessment expressed as learning goals*
2. *A draft of the set of North Slope Competencies*
3. *A group of teachers willing to undertake the task*
4. *An outside person capable of drafting materials and conducting reviews*

Basically, of course, competencies, planned course statements and so forth are simple ways agreed upon to get at goals of education as expressed in the district needs assessment. Thus, you should have available for the Task Force the needs assessment and any available responses to it from the district residents. A draft of the North Slope competencies should be provided for every person on the task force drafting the competencies. Having this available accomplishes several things:

- It shows participants, most of whom have not drafted competency statements before, that the task is possible.

- It provides example evidence of the fact that in order to draft competencies, participants must abandon the idea that students should be able to do everything: Competency statements should be a minimum set of life-role competencies.

- It provides previously written statements of competencies that other task forces believe are necessary; thus, they do not need to waste time rewriting what is already written down.

- It can stimulate participants to think about competencies that might not otherwise have occurred to them.

There are certain hazards, too, that should be mentioned--anticipating and planning for them can help minimize them:

- The involvement of participants in the task may be lessened if they feel low ownership of a set of competencies developed by another district.

- Participants may feel intimidated by others having developed a complete set of competencies, while they themselves have none.

- Participants may feel it is not necessary to work hard, since they have a complete set of competencies already written down.

In every district that has used the North Slope Competencies as starters, there has been a strong recommendation that an outside person be available to do the actual writing of competencies and to conduct reviews of at least one draft. Having this resource frees participants to concentrate on working out the most appropriate competencies for the district. Furthermore, task-avoidance behaviors such wrangling over the precise wording of a competency statement are minimized.

As you convene a workshop for a task force to draft competencies, there are several things described on the following page you can do to make sure the work goes as smoothly as possible.

Some persons may, and often do, harbor feelings of hostility about competency based education. They may think CBE is a teacher evaluation system, or they may view their involvement as an imposition. Their feelings are normally the result of misinformation and rumor-mongering. But these feelings must be dealt with directly or else CBE may be severely sabotaged in your district. At the beginning of the workshop, you should explain competency based education thoroughly and encourage anyone to surface any concerns they may have. Once surfaced, concerns can be handled.

While a workshop is a good way to get a lot of people involved in a single task with a minimum of interruptions, it is usually helpful to provide a workshop setting that is close enough to a work setting that a "party" atmosphere doesn't develop. Taking people too far from home tends to encourage "away from home" behavior, while a workshop in a work setting reinforces the expectation that work will take place in that setting. You can also relieve tension by emphasizing that developing competencies is a test--that competencies can be revised and that the point is to see whether the system works.

Finally, the experiences of people helping Alaska districts to develop CBE have provided a few hints for conducting successful workshops:

- *Show a sense of humor.*
- *Know what you are talking about.*
- *Don't take yourself too seriously.*
- *Plan your agenda carefully and review it with the teachers.*
- *Stick to timelines--when necessary, negotiate changes with participants.*
- *Build a sense of accomplishment by keeping people busy and by showing people the results of their efforts.*

Below is a list of tasks you might adopt for your workshop:

1. Review competency based education.

2. Explore role and purpose of workshop.

3. Surface and discuss concerns.

4. Practice communication and decision making skills needed for a productive workshop.

5. Distribute and discuss results of community needs assessment.

6. Distribute North Slope Competencies and instruct group to "tear them up."

7. Using outside consultant, or indistrict staff person construct first draft of competencies.

8. Review first draft; compare with needs assessment.

9. Utilize input from teachers in constructing final draft.

These tasks appear in expanded form on pages 50-52 with suggested procedures.

designing the curriculum

DESIGNING THE CURRICULUM

Building a Course Plan

Returning to the boat analogy, after you've developed your blueprints (student competencies), the next task is to get your boat building underway (determine the required and elective courses that you will offer to move your students toward meeting the competencies). The North Slope Task Force tackled this job by making a grid chart of the student performance indicators from the Student Competencies and of the course content areas from the state high school graduation requirements. The areas suggested for required courses were:

- Communications Skills
- Social Studies
- Science
- Math
- Health
- Physical Education

Each student performance indicator was then assigned to one or more content areas which seemed appropriate. We then broke the content areas into course titles and reassigned the performance indicators to more specific titles. Each performance indicator now appeared in one or more of the suggested required courses.

In order to make the course plan as flexible as possible, few courses were designated as required for graduation, thus maximizing student choice of courses to meet the state content area credit

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requirements but still leaving each school free to specify and offer additional courses for its students. Barrow High School falls under the 19-credit state requirement, while the village high schools on the Slope may graduate their students with only 16 credits. However, village principals indicated that the high proportion of student transfers among the district schools made a uniform credit graduation requirement desirable, so the course plan reflects the 19-units requirement. The course plan we developed is found in Appendix C: the student Competency Achievement Record.

Initially, since we only intended to produce the planned course statements for the required courses for 1976-77 use, there were few elective courses identified as channels for the student to demonstrate achievement of the competencies. Many elective courses were logical places to develop these skills; but if demonstration of a competency was to be a requirement for graduation, we could only insure this by requiring the course in which the competency was to be presented. Later work on the planned course statements for other elective courses resulted in a system in which a student can demonstrate all of the competencies in at least two different courses. The summary chart of the district's required and elective courses, indicating the courses in which the student can demonstrate achievement of each of the student performance indicators, is also found in the Competency Achievement Record.

After draft and review of the course plan (which affects graduation requirements for the class of 1980), the Task Force forwarded the plan to the NSBSD School Board.

Developing Planned Course Statements

When we knew the process we would use to build our boat, we then began to train our personnel for the task ahead. Training had actually begun in March 1976, with some brief introductions to the theory and practice of competency based education for all secondary teachers and principals. The Task Force Newsletter and staff meetings at Barrow High School had provided some additional information to district teachers about plans and progress. However, the first intensive training effort was conducted during June 1976 at the Northwest Regional Educational Laboratory in Portland. Nine teachers volunteered to work without salary during the month on developing planned course statements, a CBE implementation plan for 1976-77 and training materials to use with other teachers. In return for their participation in the workshop, inservice trainees, received a travel and living stipend and five hours of graduate credit through the Oregon Division of Continuing Education.

The purpose of the workshop was twofold:

1. To develop CBE materials for use 1976-77 and training materials
2. To develop a trained cadre of North Slope teachers who could assist other district teachers in planning and implementing

a competency based curriculum. Since the teachers would be used as trainers in selling the CBE program to other teachers, students and community people, and since the group would have to work together in achieving consensus on some fairly knotty problems, group process training seemed a useful tool and was scheduled for the opening days of the workshop. Schools in the Portland area were still in progress during the first week of the workshop, so opportunities were provided for staff participants to visit exemplary programs utilizing a CBE approach.

Teacher training objectives for the workshop were based on data from the workshop application which asked the potential participant to evaluate his/her own skills in writing course goals and behavioral objectives and in utilizing group process skills. (Sample Teacher Training Materials are found in Appendix G.)

The key teacher training objectives and activities used were:

OBJECTIVE	ACTIVITY
<u>Group Process Skills</u>	
1. Participants will demonstrate ability to use the following techniques in carrying out their group work: • Paraphrasing • Summarizing • Brainstorming • Force Field Analysis • Giving and Receiving Feedback • Consensus Decision Making • Perception Checking	1. Group process activities conducted by trainer, including lecture, discussion and demonstration as well as group participation

OBJECTIVE	ACTIVITY
CBE Knowledge	
2. Participants will define the components of the CBE system in NSBSD, identify the motivations in selecting a CBE system and identify some of the hazard inherent in a CBE system.	2. Lecture, discussion, posttest and group consensus testing led by project director
3. Participants will identify materials and resources to be used in planning and designing a CBE system.	3. Examination of collected resources, including sample planned course statements from school districts in Oregon,* and products from Oregon Competency Programs (listed in appendix) and textbooks at Multnomah IED library
4. Participants will demonstrate the ability to write course goals and performance indicators.	4. Learning activity packet utilizing Robert Mager's Preparing Instructional Objectives, Fearon Publishers, Belmont, California, and H.M. Harmes' Behavioral Analysis of Learning Objectives (see appendix for example)
5. Participants will analyze and utilize community resources in preparing planned course statements.	5. Discussion and brainstorming
6. Participants will cooperatively design specifications for a student recordkeeping system. for the district.	6. Examination of examples from Oregon Competency Program

*Planned Course Statements recently developed for the Lower Yukon REAA, Angoon, Adak, Southwest Region REAA and Galena would also be helpful in Alaskan districts.

OBJECTIVE	ACTIVITY
Participants' Attitudes Towards Competency Based Education	
7. Participants will express commitment to implementing competency based education in the North Slope School District.	7-10. Data for all of these evaluation questions was collected in questionnaires and interviews with participants.
8. Participants will express the opinion that implementation of the competency based planned course statements will lead to instructional improvement in the district.	
Participant Satisfaction with Workshop Processes	
9. Participants will indicate that the workshop improved their knowledge and skills in the above areas.	
10. Participants will indicate that the training materials and processes were relevant and useful in developing planned course statements.	

A complete copy of the evaluation instruments, procedures and outcomes of the inservice workshop can be obtained from the secondary curriculum specialist, North Slope Borough School District.

The group process training portion of the workshop was conducted by trainer Sue Buel. The other training portions were done by the project director. Independent evaluation was provided by the NWREL evaluation division.

Since a major goal of the adoption of the CBE system was to improve the quality of secondary instruction, all inservice training

activities modeled what the project director felt to be the most effective teaching methods. Participants were always given the objectives for each activity and were invited to modify them as needed to meet personal and group needs. When possible, a choice of learning activities to meet the identified objectives was presented. A pretest preceded each learning activity, and a posttest checked the achievement of the objectives. For some of the teacher-participants, having good individualized instructional techniques modeled for them and participating personally in this style of learning were new and valuable experiences.

Major products of the workshop were 20 planned course statements covering all of the district-required secondary courses and some elective areas, a CBE implementation plan for 1976-77, inservice training materials to use with other district secondary teachers and a recordkeeping system for the CBE system.

Inservice Training

Further inservice training occurred on site at each district secondary school between August 1976 and February 1977. These sessions, conducted by the project director, usually removed secondary teachers from their classes for two or three half-days and utilized objectives selected by the teachers from those listed above. Training materials from the summer workshop were used when appropriate. The goal of this training was to assist each teacher and school in implementing the CBE system following the model developed.

The final inservice training event of the year was the district-wide teacher inservice program in Anchorage in March 1977. All

secondary teachers attended the two and one-half day training session, which utilized the summer workshop participants as trainers working with subject-area teacher groups. Goals of this training were:

1. To develop a CBE implementation plan for 1977-78, based on experiences from 1976-77 (See Appendix K)
2. To develop a four-year curriculum plan for each district secondary school (See Appendix I)
3. To develop recommendations for support services needed for 1977-81 (See Appendix K)
4. To develop among all teachers an understanding of the CBE system
5. To enable all teachers to write acceptable student performance indicators and planned course statements. The product of this objective was the revision of all planned course statements used in 1976-77 and the drafting of additional planned course statements for all courses anticipated for the 1977-78 school year

Training activities and evaluation utilized materials from the summer workshop (found in Appendix G).

A recommendation for districts who are considering adoption of this plan is to make inservice training a key task in your planning. Most teachers seem to need specific training in writing student performance indicators and in designing student-oriented learning activities. The inservice training should be based on needs identified by the teachers and should model the kind of instruction you would hope to find in all of your classrooms. Inservice activities should be evaluated by the participants and, whenever possible, should utilize the expert teachers already on your staff. The Talent Bank could also serve as a resource here. A service conducted by people whom the

teachers perceive as having experience in the front lines frequently has a high degree of credibility. And above all, the purpose of inservice training is to improve instruction. Many of our teachers only need better tools in order to be better teachers, and inservice ought to be able to provide those tools to them.

Using Community Resources

Specifications for the secondary curriculum revisions included emphasis on the use of community resources for teaching and learning and, whenever possible, the student performance indicators identify some of these resources. Frequently suggested items were guest speakers or demonstrations from the community and field trips to job and business sites. More important, attempts were made to use the unique setting of the North Slope in teaching about other areas. For example, a goal in the Government and Law class states that the student will understand the process of the formation of the American government in 1789. Comparing the evolution of this government to the formation of the North Slope Borough government in 1972 makes the knowledge much more relevant to the student. Another example is the class in Science of the North Slope. In other settings, the content of this course would probably be described as general science, and the cognitive goals of the course reflect this. However, the title and the emphasis suggest to the student and teacher that the course is concerned primarily with science and scientific principals in operation in the student's immediate environment, and this makes the course more interesting and applicable to the student in his/her real life.

Some problems have been encountered in utilizing community resources. A major stumbling block on the North Slope and elsewhere is that community residents are not always willing to donate their time to the school, since some kinds of federal and state funding in Alaska recently have encouraged residents to expect payment for services to the school. Because of the very limited number of jobs in most rural communities on the North Slope, the majority of persons employed in any village have always worked for the school. We haven't found a very good solution to this except to utilize what funds are available to pay persons for significant contributions to the educational process.

Career education--which should ideally expose the student to a variety of jobs and give him/her hands-on experience in some careers--poses a similar problem. In every village on the Slope, except Barrow, the number and variety of jobs are extremely limited and sites for work experience or observation are virtually non-existent. R.S.V.P. (Rural School Vocational Program) has provided a significant source of such job experience for our students.

Often the best way to implement planned course statements that are written in response to a specific need in a specific locale is to call upon community people themselves. They are frequently the ones with just the skills and resources needed for a successful course.

Below are listed some of the things you can do to plan for using community resources.

1. Maintain a 3 x 5 card file of people in the community with skills related to planned course statements. Such a file can be expanded into a district-wide file, so that the range of available resources is greatly increased.

2. If you are near a military installation, the base Personnel Officer can help you identify people with needed skills.

3. Work with the Native Corporation to develop a talent bank. Since doing this usually requires someone who knows the community pretty well, teachers can be very helpful here.

In some cases, you may find it difficult to convince people to volunteer in the schools because people may not be comfortable going to the school, although the school is the social center for a community in many cases. If people are uncomfortable in schools, you can arrange for classes with community resource people to be held in churches or armories. Adult Education classes can involve adults with schools and cause them to feel welcome and comfortable in schools.

If you are using community volunteers for classes, you will need to make special efforts to reward them. A special social gathering held in their honor and where their help is acknowledged is one way to let them know you value their contributions.

Designing Your Own Materials

It's time to get started building the boat, so you had best get some supplies ordered. It will not be news to educators who have spent much time in Alaska that few--and in some cases no--materials exist for many of the things you have identified as important to your curriculum. A good example was our desire to include materials on direct handling and disposing of human waste in our health class. This topic simply is not covered in any commercial text and isn't even included in the state guidelines for health education. Yet 99.5 percent of our students live in

homes without sewage systems and obviously need that information. Another example from the health curriculum is food storage without a refrigerator. Or the first aid course that concludes each emergency case with, "And now get immediate medical attention." The realities of rural Alaskan living are not dealt with in most standard secondary texts, and if these are important to your curriculum, you will have to find the information and put it into a form that your students and teachers will find useable.

It is not realistic to expect that your secondary teachers in bush schools will be able to do a complete job of curriculum development in their teaching site if they lack resources such as a library, adequate print reproduction facilities and access to experts in the subject field. However, if teachers can be trained and pursuaded to become curriculum developers, the materials they develop will be the best materials that can be found, since they know their own students' needs and interests.

Several methods were used to encourage North Slope teachers to become curriculum developers. Eight mini-grants of up to $500 were available to secondary teachers to use as they chose to improve the quality of their instruction. Although most funds were used to pay teachers for work time beyond their student contract hours to develop planned course statements and curriculum guides and to purchase teacher resource materials for curriculum development, the money could have been used to attend conferences, purchase equipment, hire consultants, etc. All eight of the mini-grants were used, and the district plans a similar program next year. Application forms for the mini-grants appear in Appendix H.

The project director identified needed material for each school during the on-site inservice visits and tried to find or purchase the material for the school. Some things which were obtained and which teachers reported using included the booklet published by Alaska Youth Advocates, One Nation Under Age, which gave students specific information on the Alaskan laws which apply to juveniles; the newsletter and handbook published by the Consumer Protection Division of the State Attorney-General's Office in Juneau and Anchorage; and materials from the Aleyeska Pipeline Company. Government publications on everything from building a sod house to housekeeping in the Arctic were also ordered and used. Some of these had to be rewritten to make them more applicable to the course for which they were intended.

In the March inservice, teachers identified a need for subject area specialists who could serve as coordinators of each subject area's curriculum, answer questions about methods and materials from teachers, aid in meeting the needs of special students within the subject field, develop and react to materials produced and plan inservice. This plan was adopted, and teachers will be identified during the school year 1977-78 as specialists in language arts, math science, social studies, home economics, health, physical education and industrial arts. These appointees will continue to teach in their villages, but will meet during the year as the district's curriculum committee to recommend text adoptions and plan and present inservice training by subject area. They should provide excellent support services to the village teacher trying to teach courses outside his/her area of preparation.

A general recommendation then, is to expect to have to develop at least some of your own materials locally. Plan to help your teachers in this important process, and get some capable students involved, too. Students armed with cameras and taperecorders can produce documentaries on changes in the village, produce news shows to be traded with other village schools in your district, interview visiting experts and practice their communications skills, as well as produce useful learning materials.

Defining the Delivery System for Small Schools

In developing the secondary course plan for the district, the Task Force kept in mind the limitations of the one- or two-teacher high school, and it appears that the plan we devised is flexible enough to meet the needs of schools with populations from 5 to 150 students. Your plan, too, will have to accommodate the differences that you will find from village to village.

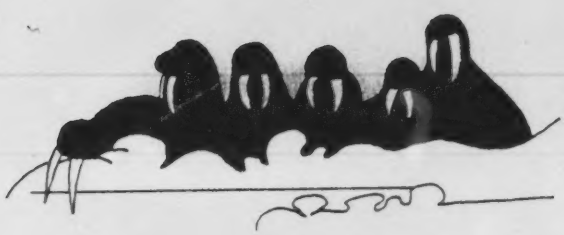
Some innovative ideas came from the teachers as they wrestled with trying to provide a good high school program of courses in their villages. Some of their suggestions which were used included traveling teachers in such specialty subject fields as home economics and art, use of artists-in-residence to provide supplementary courses, and short-term student exchanges within the district to utilize the unique resources of each site for more than one group of students.

Other suggestions not yet tried included trading teaching staffs and sites on a half-year basis to improve the variety of course offerings, long-term student exchanges within the district and use of the district's mini-television transmitters for programmed television instruction.

The four year course cycle plan for each district school (in Appendix I) is a good way to plan ahead for your secondary program. Using these plans, village principals can anticipate personnel, facility and teaching material needs when planning their budgets and selecting teachers. Students and parents know when courses will be offered, and special arrangements for students with different needs can be plotted early. The district's curriculum specialist can request the movement of teaching materials from one site to another based on the course offerings and can gear up to produce and find needed materials each year.

The four-year plan moves the North Slope Borough School District from short-range, semester-to-semester planning into long-range planning. Anticipating needs is a survival skill in rural Alaska, since immediate access to anything often isn't possible. The four-year plan helps everybody anticipate and provide for these educational needs.

keeping track of how well we are doing



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KEEPING TRACK OF HOW WELL WE ARE DOING

Recording Student Achievement

Evaluation, revision and more evaluation is a key feature of the competency based education approach. The best student performance indicators have evaluation criteria built into the statement, thus providing an immediate check on the success of the learning activity for the teacher and the student. However, if you want to use the competencies you have developed as the basis for earning a high school diploma, you will have to consider the recordkeeping implications of that decision.

Two forms were adapted from the Oregon competency system by the North Slope teachers. The Classroom Reporting Form (See Appendix D) is used by the teacher in the class to record the date when each student demonstrates each performance indicator for the course. The performance indicators with asterisks in the planned course statement must be demonstrated by each student in order to receive credit for the course. The unasterisked performance indicators are optional, and the teacher may choose which of these s/he will require for course credit. The teacher may also develop additional performance indicators for the class or for individual students. For certified special education students, the P.I.'s will be rewritten for each student to reflect an acceptable performance level for that student.

Data from the Classroom Reporting Form are then transferred to the Competency Achievement Record (See Appendix C) which is maintained for all secondary students even though the competencies' requirement for graduation doesn't become effective until the class of 1980.

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Keeping records for the class of 1979 will give us some idea of how well we are doing at moving our students toward meeting the competencies a year before we have to decide whether or not to deny graduation to students who have not met the competency requirements.

You may wish to view these data on student achievement as your shakedown cruise. If a good proportion of your students are demonstrating mastery of the competencies, then you have probably identified appropriate achievement levels. Or, if many students are not meeting the competencies, you may wish to examine the methods being used in these classes, or the resources (teachers and funds) expended in that area. You should also examine the performance indicators themselves, which may not be appropriate to your students. Data on student achievement of the competencies could aid in making decisions about secondary curriculum program planning, budgeting, and inservice training.

For the North Slope project, information on student achievement was reported to the project director at the conclusion of fall and spring semesters. These data were used in revising the planned course statements and will be used 1977-78 in revising the Competencies, if needed. A form for checking the progress of students district-wide is included in Appendix C.

Tackling the Measurement Problem

In any project involving setting standards for performance, either for teachers or for students, defining the precise level of expected achievement can be a real obstacle. Teachers, oriented recording to

grades and percentages of right answers, can argue 75 per cent versus 85 per cent far beyond the point of utility. Most of the performance indicators for the North Slope do not, in fact, specify a definite level of achievement. Many simply say or imply that the student will perform the task to the "teacher's satisfaction." And the North Slope teachers were quick to point out that they often didn't know when they should be satisfied.

However we did decide that in the initial stages of the implementation process, we would deal with the measurement problem by ignoring it to a large extent, and would instead concentrate on identification of the areas in which we wished students to be competent and on the general methods which we wished to use to measure those competencies. A goal for inservice training 1977-78 is to develop some guidelines and evaluation activities to measure student achievement of the competencies. For example, a diagnostic-prescriptive Math Lab test has been written, which will serve as the measurement instrument for certifying student achievement of the math competencies (1.C.1 through 1.C.4), as well as to assess the student's learning needs in the Math Lab course. Similar assessment instruments are planned for other performance indicators. If your district wishes to deal more immediately with the measurement problem, two resources which we have found useful are "Competency Test Items," from the Baker School District, Baker, Oregon and Competency Tests and Graduation Requirements, from the National Association of Secondary School Principals, Reston, VA 22091.

Using Facts and Feedback to Improve Your Program

Your CBE implementation plan should provide for on-going formative evaluation at several points on your timeline. Information gathered from evaluation should be used in revising the program as needed to meet your objectives and in making decisions about appropriate directions to take in secondary curriculum. If you do not devise an evaluation plan based on your objectives, you will be missing significant feedback that will be useful in your program. Formative evaluation for the North Slope project was provided by the Evaluation Division of the Northwest Regional Educational Laboratory (not the same division providing the technical assistance to the grant) and involved these tasks:

1. Evaluation of summer inservice workshop, participant attitudes and skills development, questionnaires and interviews, June 1976
2. Principal's perception of progress on implementation to data problems, interviews, November 1976
3. Student attitudes and knowledge about CBE, questionnaire, January 1977
4. All district principals and teachers, attitudes and knowledge about CBE, and problems encountered in implementation, questionnaire and interviews, March 1977
5. Community and parents' attitudes and knowledge about CBE, interviews on site at Anaktuvuk Pass, April 1977

You will note that many of our evaluation questions dealt with attitudes toward CBE and toward the way that it was being implemented. A major goal for the implementation 1976-77 was to insure that community people, students, teachers and administrators all felt positive about CBE and its potential to improve instruction. These positive attitudes are particularly important in the rural district where district

administrators cannot directly monitor the implementation process. We knew that no matter how good our system was, it had no chance of being used unless teachers and village principals saw it as helpful and productive in the education process. Our evaluation data indicated that we did a good job in selling CBE to our people.

In planning the evaluation of your program, consider using a person not on your district staff to collect the information you need. This will insure that the data is not contaminated by a staff person who may seek only positive feedback and will help those respondents who may feel uncomfortable reporting negative information to someone with whom they will have to continue to work and socialize. The Talent Bank might be a source for this person. All of the suggestions in format and style of data collection from the section on needs assessment should be considered in designing your evaluation process. You should, of course, continue to report your findings back to your clientele and to use the data collected to improve and modify your program, and as part of your continuing efforts to involve your staff and community actively in the decisions about education in your district. One helpful result of the evaluation data collected for the North Slope project was a four-year implementation plan for secondary programs and curriculum for the district. A copy of this plan is included in Appendix K.

WHAT IT COST US

NSBSD Costs

Phase I: Planning and Design, January to June 1976

Initial needs assessment and project proposal	$ 3,000
Staff salary: project director	12,000
Technical assistance; secretarial time	13,200
Summer workshop	
10 participants' airfare, per diem, 5 hrs. credit	10,150
Consultants (group process trainer, etc.)	1,000
Printing	1,200
TOTAL	$ 40,550

Phase II: Initial Implementation, August 1976 to June 1977

Staff salary: project director	$ 30,000
Technical assistance	3,600
Travel (inservice on-site in villages)	5,140
Evaluation	4,274
Mini-grants to NSBSD teachers (8 @ $500)	4,000
Secretarial services and printing	3,000
TOTAL	$ 50,014
GRAND TOTAL	$ 90,564

Of this amount, $57,053 was funded from the E.S.E.A. Title IV-C grant, and the balance from the North Slope District budget. The figures do not reflect approximately 18½ days of teacher inservice, both district-wide and on-site in the villages, during the initial implementation phase, since these were regularly planned inservice days and were absorbed by the district budget. We utilized our existing resources for inservice for CBE, since it was a high priority item.

What It Might Cost You

Phase I: Planning and Design $20,000

a. Your development costs for needs assessment and teacher training could be less if you use the North Slope materials as "starters."

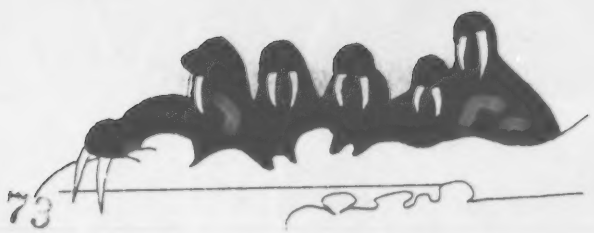
b. Teacher training costs can be reduced from the North Slope figures by using the North Slope materials already developed and by reducing your initial on-site training from four weeks to one or two weeks.

Phase II: Initial Implementation $40,000

Implementation costs can be significantly reduced from the North Slope figures by using the materials in this Guide.

TOTAL $60,000

appendix



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CBE IN NSBSD: THE COMPONENTS

1. The Student Competencies, a statement of North Slope Borough School District educational goals pertaining to six identified adult life roles, has been drafted by a task force of community members, teachers and students and ratified by the North Slope Borough School Board. Student performance indicators have been written to define the minimum acceptable level of student achievement for each goal.

2. For each goal and its accompanying student performance indicator(s), one or more district-required courses for graduation have been identified as the normal instructional route to demonstrating mastery of the student performance indicator. In order to receive credit in a required course for graduation, the student must have achieved the district-required competency (student performance indicator).

3. All NSBSD courses offered for high school credit, beginning fall, 1977, will have planned course statements which the teacher will use in teaching the course. A planned course statement will consist of:

   a. Course Description: This statement will describe the overall content of the course in the fashion of a college catalogue description. It will be useful primarily in communicating instructional intent to students, parents and the community. It does not indicate student outcomes in behavioral terms.

   b. Course Goals: This is a statement in goal form of the desired student learning outcomes of the course. All of the district goals will be a part of the course goals in one or more of the required courses.

   c. Student Performance Indicators: These behavioral objectives will identify how achievement of the course goals will be demonstrated by students. All of the district performance indicators will be included in one or more of the district course offerings. To receive credit for the course the student must demonstrate mastery of the district performance indicators. In addition, the teacher may decide which and how many additional student performance indicators will be required for earning credit in the course. None of the district performance indicators (indicated by an *) may be deleted, but each school and each teacher is free to add or modify the other performance indicators in order to meet the needs of individual studnets or special community educational goals.

   d. Student Learning Activities: For each student performance indicator in the planned course statement, one or more student learning activities will be identified, with emphasis on use of community resources for learning and individualized learning activities.

4. Recordkeeping: All NSBSD teachers will prepare a Classroom Reporting Form for each class taught beginning fall, 1977. The form will indicate the student performance indicators required in each class, and the date of achievement of each by each student enrolled. This information will then be transferred to the Competency Achievement Record booklet for each 9th, 10th and 11th grader (1977-78) and each high school student 1978-79.

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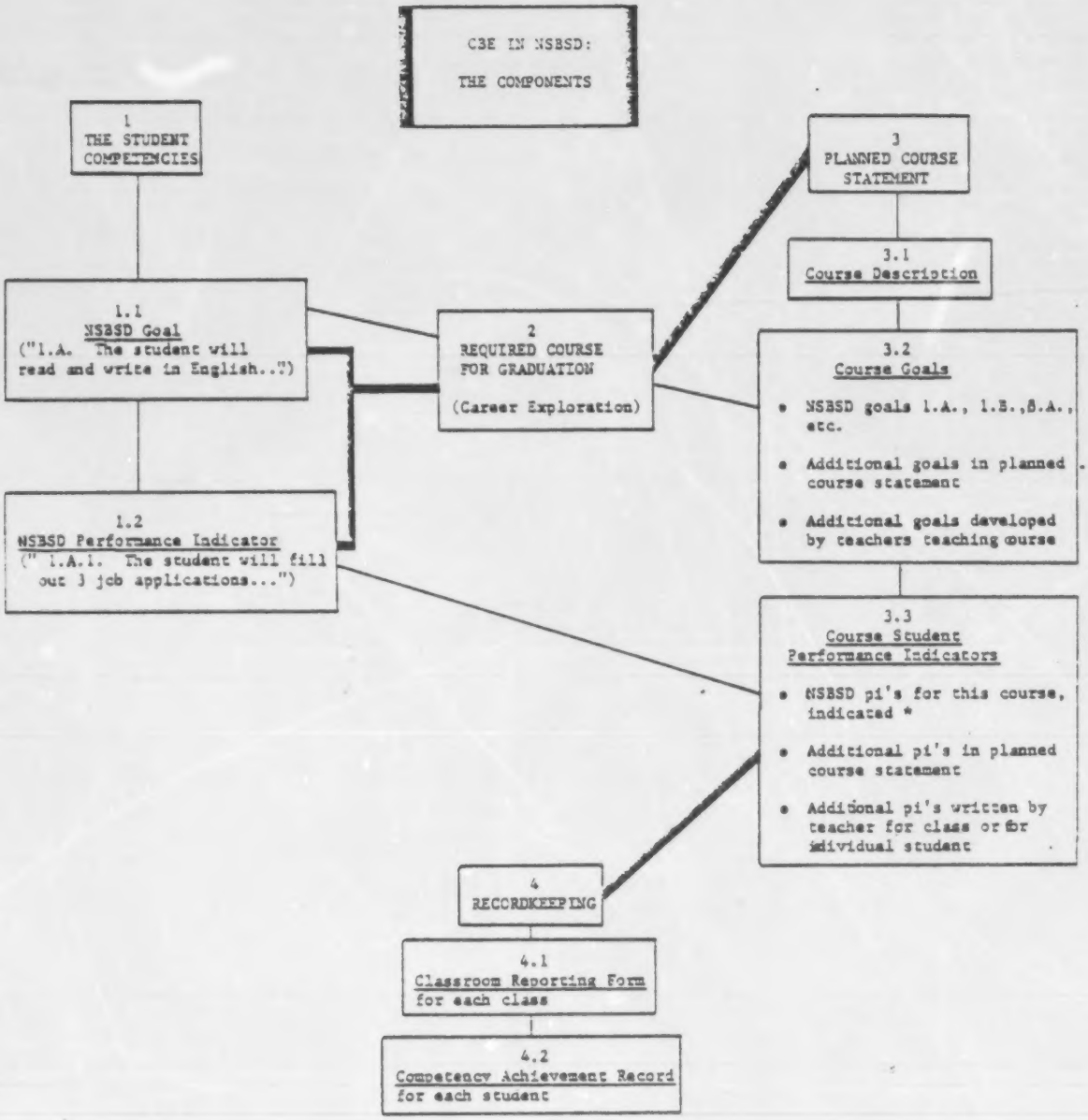
CBE IN NSBSD:
THE COMPONENTS
1
THE STUDENT COMPETENCIES
1.1
NSBSD Goal
("1.A. The student will read and write in English..")
1.2
NSBSD Performance Indicator
(" 1.A.1. The student will fill out 3 job applications...")
2
REQUIRED COURSE FOR GRADUATION
(Career Exploration)
3
PLANNED COURSE STATEMENT
3.1
Course Description
3.2
Course Goals
• NSBSD goals 1.A., 1.B.,8.A., etc.
• Additional goals in planned course statement
• Additional goals developed by teachers teaching course
3.3
Course Student Performance Indicators
• NSBSD pi's for this course, indicated *
• Additional pi's in planned course statement
• Additional pi's written by teacher for class or for individual student
4
RECORDKEEPING
4.1
Classroom Reporting Form for each class
4.2
Competency Achievement Record for each student

COMPETENCY-BASED SECONDARY CURRICULUM: DISSEMINATION MATERIALS

Samples of the following materials can be ordered from the secondary curriculum specialist, North Slope Borough School District, Box 169, Barrow, AK 99723, at minimum cost.

____ 1. Student Competencies: NSBSD
____ 2. Student Competency Record Book: NSBSD
____ 3. CBE in NSBSD: The Components (description of the CBE system)
____ 4. Community Needs Assessment Questionnaire
____ 5. Secondary Course Cycles for North Slope Schools
____ 6. NSBSD Teacher Mini-grant Application Form
____ 7. Evaluation Documents and Instruments
  a. Summer Inservice Workshop 1976
  b. March Inservice Workshop 1977
  c. Onsite Evaluation Anaktuvuk Pass
____ 8. Teacher Training Materials Packet
____ 9. Planned Course Statements for:

Communications Skills:

___ Communications Skills Lab
___ Eskimo in Fact and Fiction
___ Journalism
___ Basic Writing
___ Business Communications
___ College Prep English

Social Studies:

___ Native Land Claims
___ Government and Law
___ Career Exploration
___ Alaskan History
___ American History
___ World History and Cultures

Health:

___ Health

Physical Education:

___ PE 1-2
___ PE 3-4
___ PE 5-6

Science:

___ North Slope Science
___ Earth Science
___ Biology
___ Chemistry
___ Space and Environment
___ General Science
___ Physics

Other:

___ Student Assistant
___ Directed Independent Study
___ Co-operative Work Experience
___ Driver Ed

Math: (not available 'til 5/20/77)

___ Math Skills Lab
___ Personal Finance
___ Algebra 1-2
___ Geometry
___ Advanced Math Topics

Business Education:

___ Typing 1-2
___ Typing 3-4
___ Bookkeeping
___ Office Practice

Art:

___ Arts and Crafts
___ Jewelry Making
___ Photography

Music:

___ Music Appreciation
___ Chorus
___ Band

Home Economics:

___ Child Care
___ Clothing Construction
___ Foods and Nutrition
___ Housing and Home Furnishing
___ Skin Sewing

Industrial Arts:

___ Small Engine Repair & Maintenance
___ Woodworking 1-2
___ Welding and Cutting

NSBSD COMPETENCY ACHIEVEMENT RECORD (STUDENT)

nsbsd

competency achievement record for

_____

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NSBSD STUDENT PERFORMANCE INDICATOR RECORD

Student Name: _____

Started Record: _____ School: _____
(Date)

TO THE STUDENT:

This record is your personal passport which if properly used will show what you will have to do to graduate from high school.

You will know what the requirements for graduation are, and you will also have a record of when you have met these requirements. You will be able to use this record to plan your classes or activities to meet the basic competencies needed for graduation.

This record will be kept in the school office. You should check your records periodically to insure the correct recording of performance indicators you have met.

TO THE INSTRUCTOR:

You are the guide of this student through his/her secondary education.

When you feel the student has met an NSBSD performance indicator, please sign off on the student's record indicating that the performance indicator has been met.

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GRADUATION REQUIREMENTS:
NORTH SLOPE BOROUGH SCHOOL DISTRICT
CLASS OF 1980

3 credits in Communications Skills:

*Required: One or more semesters in:
*Communications Skills Lab 1-2

Plus five additional semesters selected from:
Communications Skills 3-4
Be a Better Reader
Basic Writing
Journalism
Eskimo in Fact and Fiction
Business Communications
College Prep English

2½ credits in Social Studies:

*Required: One semester each in:
*Career Exploration
*Government and Law
*Native Land Claims

Plus two additional semesters selected from:
Alaskan History
American History
World History and Cultures

2 credits in Science:

*Required: One semester in:
*Science of the North Slope

Plus three additional semesters selected from:
Earth Science
Biology
Chemistry
Space and Environment
General Science
Physics

2 credits in Math:

*Required: One semester each in:
*Math Skills Lab (unless competencies for this course have been demonstrated in the eighth grade)
*Personal Finance

Plus two additional semesters selected from:
Algebra 1-2
Business Math
Geometry
Advanced Math Topics

Health:

*Required: One semester in:
*Health

Physical Education:

*Required: Two semesters each in:
*PE 1-2
*PE 3-4

Electives:

Seven additional credits (14 semesters) must be completed, selected from:

Art

Arts and Crafts
Jewelry Making
Photography

Business Education

Typing 1-2
Typing 3-4
Bookkeeping
Office Practice

Home Economics

Child Care
Clothing Construction
Housing and Home Furnishings
Foods and Nutrition
Family Living
Skin Sewing

Industrial Arts

Small Engine Repair and Maintenance
Welding and Cutting
Woodworking 1-2

Music

Band
Chorus
Music Appreciation

P.E.

PE 5-6

Other

Co-operative Work Experience
Directed Independent Study
Driver Education
Student Assistant
Iñupiat

SUMMARY

3 credits in Communications Skills
2 credits in Math
2 credits in Science
2½ credits in Social Studies
2 credits in Physical Education
½ credit in Health
7 credits in Elective Courses of Choice

19 credits to graduate

NSBSD SUMMARY: STUDENT PERFORMANCE INDICATORS AND COURSES TAKEN

Student name:_____ School:_____

Courses Taken	# of credits	Grade	Dates taken
Communications (3 units)			
Com Skills Lab (req.)	½		
Math (2 units)			
Math Skills Lab (req.)	½		
Science (2 units)			
Science No. Slope (req.)	½		
Social Studies (2½ units)			
Career Exploration (req.)	½		
Native L. Claims (req.)	½		
Govt. & Law (req.)	½		
P.E. and Health (2½ units)			
P.E. 1 & 2 (req.)	1		
P.E. 3 & 4 (req.)	1		
Health (req.)	½		
Electives (7 units)			
TOTAL CREDITS EARNED			

electives_____
required_____

Date of graduation_____

Performance Indicators met (Circle as completed)

Student as Individual

read and write	1A1	1A2	1A3			
listen & speak	1B1	1B2	1B3	1B4		
math	1C1	1C2	1C3	1C4		
health & P.E.	1D1	1D2	1D3	1D4	1D5	1D6
perform/create	1E1					
Iñupiat heritage		1F1	1F2	1F3	1F4	

Student as Learner

independently	2A1			
set goals	2B1	2B2		
prin. inquiry	2C1	2C2	2C3	
propaganda	2D1	2D2		

Student as Producer

career choice	3A1	3A2		
locate jobs	3B1	3B2		
apply for jobs	3C1	3C2		
employability	3D1			
entry job skill	3E1			
corp. shareholder		3F1	3F2	
land claims	3G1	3G2	3G3	

Student as Consumer

purchasing	4A1	4A2		
budget/credit	4B1	4B2	4B3	4B4
taxes	4C1	4C2		

Student as Citizen

community needs	5A1	5A1	
government	5C1	5C2	
civil rights	5D1	5D2	5D3
driver	5E1		
environment	5F1	5F2	

Student as Family Member

relate to others		6A1	6A2
relate to children		6B1	6B2
family tasks	6C1		

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STUDENT COMPETENCIES:
NORTH SLOPE BOROUGH SCHOOL DISTRICT

The secondary school graduate of the North Slope Borough School District will possess competencies which permit him/her to function effectively in six life roles:

1. as an individual
2. as a learner
3. as a producer
4. as a consumer
5. as a citizen
6. as a family member

These competency goals and performance indicators should be regarded as minimum expectations for achievement which be met by all students. Most capable students will be expected to achieve well beyond the minimum competencies and will be encouraged to work up to his/her potential.

1. The Student as an individual will be able to:

1.A. Read and write in English at a level which permits successful performance in the six life roles.

1.A.1. The student will fill out three standard job applications correctly using appropriate English grammar, spelling and legible handwriting.
Certified:_____Date:_____

1.A.2. The student will write a business letter on an assigned topic using appropriate English grammar and spelling.
Certified:_____Date:_____

1.A.3. The student will read a 200-word newspaper or magazine article in English and answer in writing four out of five factual recall questions correctly.
Certified:_____Date:_____

1.B. Listen and speak in English at a level which permits successful performance in all six life roles.

1.B.1. The student will listen to an oral communication in English of five minutes or more and will recall or cite orally at least five specific details of the communication.
Certified:_____Date:_____

1.B.2. Given oral directions in English for the completion of a task involving five or more steps, the student will complete the task correctly.
Certified:_____Date:_____

1.B.3. The student will give oral directions in English necessary to the completion of a task so that a second person can follow the directions to complete the task.
Certified:_____Date:_____

1.B.4. In a simulated interview situation, the student will respond logically and cogently to the interviewer's oral questions in English.
Certified:_____Date:_____

1.C. Use basic mathematics processes at a level which permits successful performance in all six life roles.

1.C.1. The student will demonstrate ability to use math operations through percentage.
Certified:_____Date:_____

1.C.2. The student will estimate mentally answers within 15% to math problems involving two or more operations.
Certified:_____Date:_____

1.C.3. Given a solid object, the student can measure the dimensions in both English and metric measures.
Certified:_____Date:_____

1.C.4. Given a mathematics problem and an appropriate mathematical formula, the student can solve the problem.
Certified:_____Date:_____

1.D. Maintain a healthy mind and body

1.D.1. Given a list of seven common drugs (e.g., tobacco, alcohol, aspirin, penicillin, marijuana, heroin) agreed to by staff and student, the student will cite orally at least one potentially harmful and one potentially helpful effect of each drug, consistent with effects described in medical literature.
Certified:_____Date:_____

1.D.2. The student will obtain a standard Red Cross First Aid card, through a standard Red Cross First Aid Course.
Certified:_____Date:_____

1.D.3. Given a list of thirty foods, the student will describe orally a daily menu which meets good nutritional standards.
Certified:_____Date:_____

1.D.4. The student will describe orally an appropriate plan for maintaining personal physical fitness.
Certified:_____Date:_____

1.D.5. The student will identify orally factors which influence personal mental and physical health.
Certified:_____Date:_____

1.D.6. The student will demonstrate personal physical fitness by achieving an average score in the 50th percentile on the AAHPER fitness test.
Certified:_____Date:_____

1.E. Perform or create in a medium of his/her choice

1.E.1. The student will demonstrate the fundamentals of two lifetime leisure activities in sports, fine arts or crafts areas.
Certified:_____Date:_____

1.F. Understand and appreciate the Inupiat heritage

1.F.1. The student will describe orally or in writing the human history of the Arctic to the satisfaction of a staff member.
Certified:_____Date:_____

1.F.2. The student will demonstrate or describe, either orally or in writing, the fundamentals of two or more historic and modern day Eskimo food gathering activities, (e.g., whaling, hunting, fishing) including methods of procuring the food source, preparation of the food and storage of the food.
Certified:_____Date:_____

1.F.3. The student will demonstrate or describe historic and modern Eskimo methods of providing shelter and clothing in the Arctic.
Certified:_____Date:_____

1.F.4. The student will demonstrate or describe historic and modern methods of Arctic travel.
Certified:_____Date:_____

2. The student as a Learner will be able to:

2.A. Learn independently

2.A.1. The student will present evidence of having used appropriate learning resources for himself/herself in the community (e.g., persons with skills to teach, library resources, schools) and outside of the community.
Certified:_____Date:_____

2.B. Set and follow through on short and long range personal learning goals.

2.B.1. The student will write a personal learning plan each day for a week, with time budgeted for a variety of learning activities of personal significance and will present evidence of follow-through on the learning plan.
Certified:_____Date:_____

2.B.2. The student will write a long-range personal learning plan to achieve these competencies.
Certified:_____Date:_____

2.C. Apply principles of inquiry used in physical and social sciences and reasoning and logic processes used in general problem solving activities.

2.C.1. When presented with a science or social science problem, the student will describe a method for generating outcomes that is consistent with scientific methods.
Certified:_____Date:_____

2.C.2. Given a description of a problem requiring a personal decision the student will demonstrate decision making skills by:

(a) stating the nature of the problem to be solved and the desired outcomes.

(b) describing alternatives orally

(c) choosing the most acceptable alternative

(d) describing orally necessary resources to meet specified objectives (time, money, etc.)

(e) describing ways to evaluate whether the proposed activities and actions are leading to the desired outcomes.
Certified:_____Date:_____

2.C.3. Given a topic, the student can use a library to find appropriate print and non-print materials for his/her use.
Certified:_____Date:_____

2.D. Identify propaganda techniques, especially as used in the mass media.

2.D.1. Given a variety of advertising examples, the student will distinguish orally between informational and motivational ads.
Certified:_____Date:_____

2.D.2. Given literature regarding a current controversial issue, the student will identify orally the major points of opposition and specific techniques used to support/defend both sides of the issue.
Certified:_____Date:_____

3. The student as a Producer will be able to:

3.A. Understand his/her own capabilities, skills and interests and their relationship to tentative career choices.

3.A.1. The student will identify orally three personal interest areas, based on a standard job interest identification instrument (such as Job-O or Kuder Vocational Interest Profile), and for each interest area, will identify three jobs in which she/he would be interested.
Certified:_____Date:_____

3.A.2. The student will identify his/her aptitudes and abilities in consultation with a staff member and identify orally job cluster appropriate to his/her skills and abilities.
Certified:_____Date:_____

3.B. Locate job opportunities and establish criteria by which to evaluate job opportunities.

3.B.1. The student will identify orally three jobs for which she/he will be qualified upon graduation from high school and for

each one, will identify orally entry-level wage, fringe benefits, working conditions, training opportunities, advancement opportunities and related lifestyle expectations.
Certified:_____ Date:_____

3.B.2. The student will identify orally three sources to locate information about job opportunities.
Certified:_____ Date:_____

3.C. Apply and interview for jobs

3.C.1. In a real or simulated setting, the student will prepare a letter of application and a resume for a job interview adequately, based on standards in the NSBSD Career Education Course Guide.
Certified:_____ Date:_____

3.C.2. In a real or simulated setting, the student will complete a job interview adequately based on standards in the NSBSD Career Education Course Guide.
Certified:_____ Date:_____

3.D. Demonstrate minimum employability

3.D.1. The student will present evidence (e.g., time sheets signed by an employer or products resulting from job) of successfully holding an incoming producing or volunteer job for a minimum of 100 hours.
Certified:_____ Date:_____

3.E. Have entry level job skills for a job of his/her choice or will know how to obtain those skills.

3.E.1. The student will have EITHER completed the requirements for an NSBSD Career cluster in an area of his/her choice, or will describe orally the entry level skills needed for a job of his/her choice and appropriate methods of obtaining those skills.
Certified:_____ Date:_____

3.F. Describe the function of a shareholder in a corporation.

3.F.1. The student will define orally or in writing a business-for-profit corporation.
Certified:_____ Date:_____

3.F.2. Given a list of terms relevant to the legal definitions and operating procedures of a corporation (e.g., share of stock, per value, subsidiary, shareowner, investment, capital, profit, proxy, etc.) the student will correctly define orally the terms with 85% accuracy.
Certified:_____ Date:_____

3.G. Understand the corporate role in land ownership under the Alaska native land claims settlement.

3.G.1. The student will describe, orally or in writing, a brief history of the Alaska Native Claims Settlement Act and its major provisions.
Certified:_____ Date:_____

3.G.2. The student will describe orally the corporate and individual roles in land ownership on the Arctic Slope, including the authority for land and resource development.
Certified:_____ Date:_____

3.G.3. Given a list of terms related to land ownership, (e.g., deed, title, patent conveyance, etc.) the student will define the terms orally with 85% accuracy.
Certified:_____ Date:_____

4. The student as Consumer will be able to:

4.A. Use sources of information in making sound consumer purchase decisions for services (e.g., health care, insurance, repair and maintenance) and goods.

4.A.1. Given a product description of a typical purchase of consumer goods, the student will identify orally at least product performance and price.
Certified:_____ Date:_____

4.A.2. Given a variety of case studies, the student can identify orally specific fraudulent or deceptive trade practices in consumer purchases and describe orally appropriate procedures for resolution of complaints about such practices.
Certified:_____ Date:_____

4.B. Plan and make decisions about personal financial matters.

4.B.1. Given a hypothetical monthly income, the student will construct a monthly budget including amounts for housing, food, recreation, insurance, savings which meets standards in the NSBSD Personal Finance Course Guide.
Certified:_____ Date:_____

4.B.2. Given a number of real life purchasing situations, the student can select the least expensive source of credit by computing the dollar cost of each.
Certified:_____ Date:_____

4.B.3. In a simulated series of entries, the student will maintain a correct balance in a checkbook over ten withdrawals interspersed between three deposits.
Certified:_____ Date:_____

4.B.4. Given a simulated paycheck stub, the student will identify orally 3 or more payroll deductions by function and will identify take-home pay as spendable income.
Certified:_____ Date:_____

4.C. Understand various kinds of taxes and his/her role as a taxpayer.

4.C.1. For each of the following types of taxes, the student will describe orally the major source of revenue, major use of tax funds collected and method of collection/payment; Federal tax, state tax, city tax, borough tax, sales tax, property tax, income tax, and personal property tax.
Certified:_____ Date:_____

4.C.2. Given data on a hypothetical family income and expenses, the student will correctly prepare federal and state income tax returns.
Certified:_____ Date:_____

5. The student as Citizen will be able to:

5.A. Identify the needs of a community and determine how he/she can contribute to meeting those needs.

5.A.1. The student will identify orally such community needs as housing, health care, utilities, sanitation, etc., and describe how these needs are met or not met in his/her community.
Certified:_____ Date:_____

5.A.2. Given a list of community activities and personal activities, the student will identify orally those which benefit the community and those which are detrimental to the community.
Certified:_____ Date:_____

5.B. Use governmental and other public agencies responsible for servicing individual and community needs.

5.B.1. Given a list of governmental agencies, the student will draw a simple chart illustrating the three branches of national, state or local government and will place agencies in their appropriate positions on the chart.
Certified:_____ Date:_____

5.B.2. Given a list of problems or concerns and a list of governmental agencies, the student will select the correct agency or agencies to deal with each problem.
Certified:_____ Date:_____

5.C. Influence the governance of the community, state and nation through participation in elections, public hearings and other channels of communication available to the public.

5.C.1. The student will have registered to vote and will demonstrate correct use of a sample ballot in a real or simulated election.
Certified:_____ Date:_____

5.C.2. The student will attend a public meeting at a local governmental unit (e.g., school board, school advisory committee,

Borough Assembly, village meeting) and will report orally or in writing on one issue dealt with at the meeting to the satisfaction of a staff member.
Certified:_____ Date:_____

5.D. Understand his/her civil rights and general responsibilities under the legal system.

5.D.1. Given a hypothetical case involving a violation of the law, the student will describe orally his/her civil rights and appropriate procedures for dealing with any violations of those rights.
Certified:_____ Date:_____

5.D.2. In a simulated trial, the student will demonstrate understanding of courtroom procedures and jury duty.
Certified:_____ Date:_____

5.D.3. From a list of 20 legal and illegal actions, the student will identify the illegal actions with 85% accuracy.
Certified:_____ Date:_____

5.E. Operate motor vehicles safely and responsibly

5.E.1. The student will have obtained a driver's license (with parental consent) OR have passed written license test without actually having obtained a license.
Certified:_____ Date:_____

5.F. Function as a responsible steward of the environment.

5.F.1. Given data on subsurface mineral content, wildlife habitation and current human use of a particular area on the Arctic Slope, the student will identify orally the ecologically sound uses of the land area.
Certified:_____ Date:_____

5.F.2. Given data on a local pollution problem (e.g., solid waste disposal, litter, sewage disposal), the student will identify two solutions involving his/her personal action and two solutions involving group, governmental or agency action and probable cost factors of such solutions.
Certified:_____ Date:_____

6. The student as a Family Member will be able to:

6.A. Relate to peers, parents and older adults in a way that reflects understanding and consideration.

6.A.1. Given a supportable value, belief or position different from his/her own, the student will list orally reasons why a person might understandably and legitimately hold that attitude or belief.
Certified:_____ Date:_____

6.A.2. In a situation requiring the interaction of group in order to solve an assigned problem, the student will participate in the group process in a manner that demonstrates concern for the well-being and dignity of others.

Certified:_____Date:_____

6.B. Relate to young children in a way that reflects understanding and consideration.

6.B.1. When given the age of a child, the student will describe orally the major physical and psychological development tasks of the age group.

Certified:_____Date:_____

6.B.2. The student will describe orally at least five physical needs and five psychological needs of a child which must be provided by parents or surrogate parents.

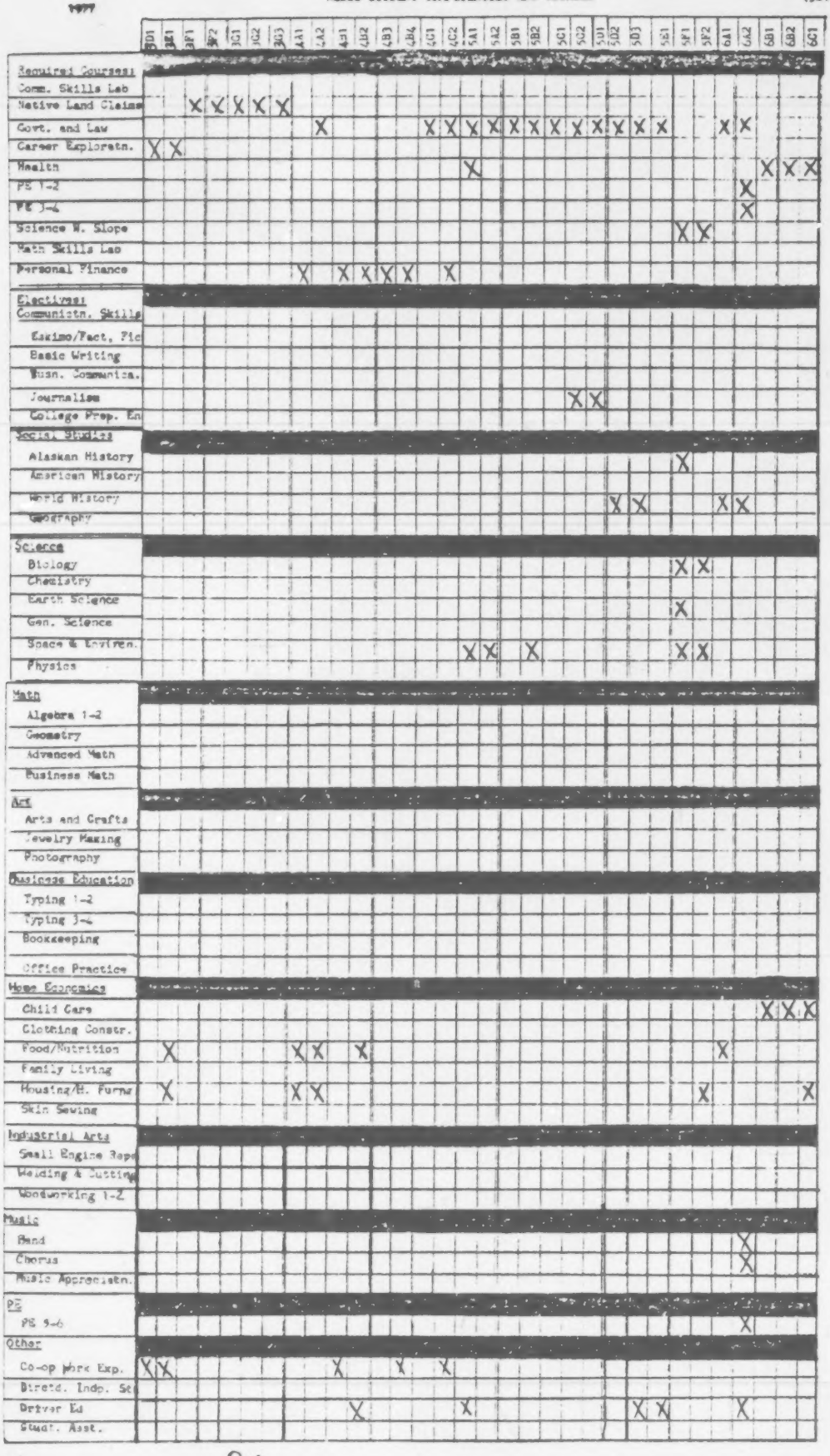
Certified:_____Date:_____

6.C. Assume responsibility for and carry out everyday family tasks.

6.C.1. The student will describe orally ten family tasks which contribute to the maintenance of family health and safety.

Certified:_____Date:_____

Revised 6/7/76 edition.



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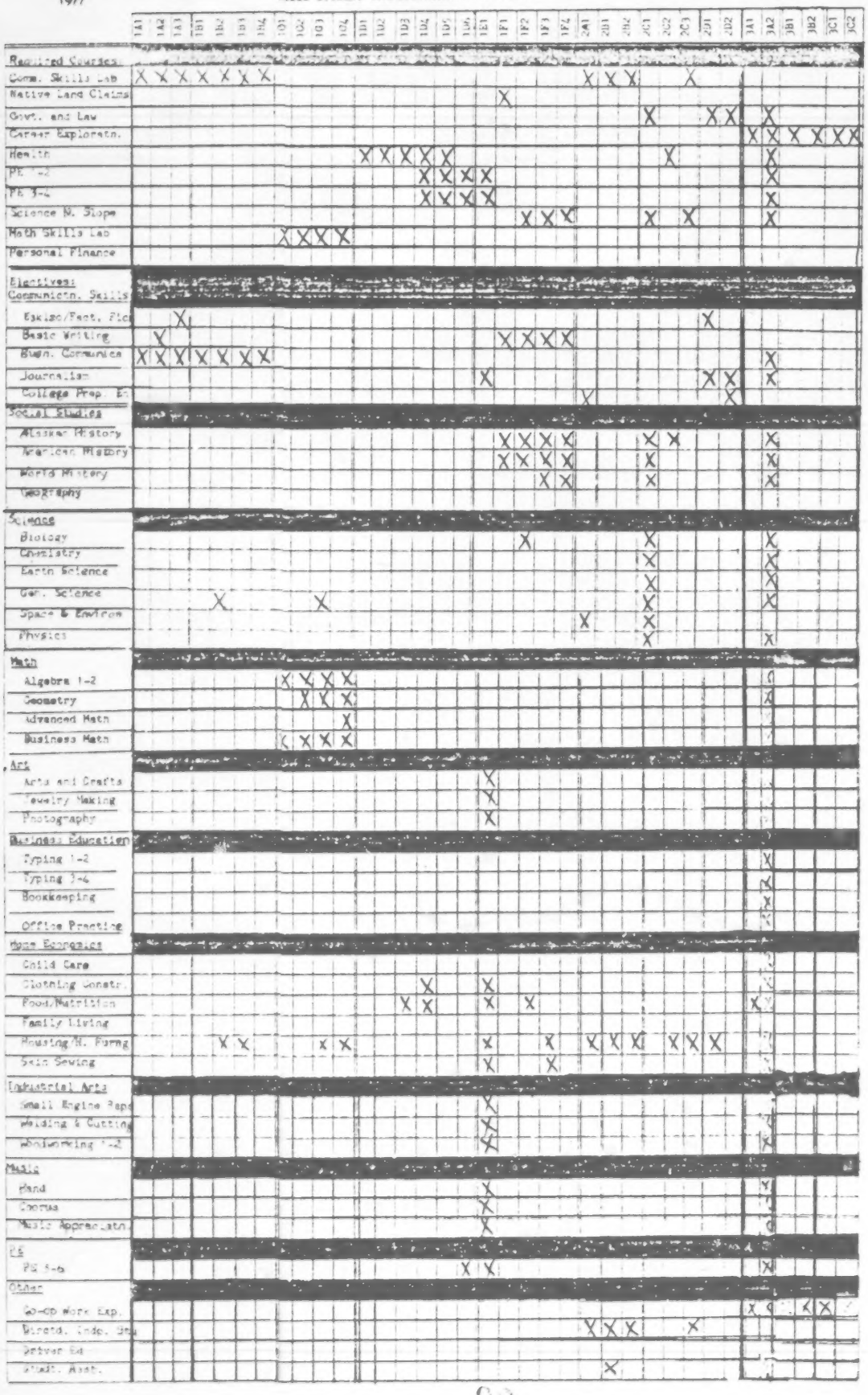
NSBJC STUDENT COMPETENCIES AND COURSES

(1A1-3C2)



NSBSD CLASSROOM REPORTING FORM

APPENDIX D

Course Title: _____ Areas of Study _____

Length of Course: _____ No. of Credits _____

Staff Person: _____ Check one: Required _____

Starting date: _____ Elective _____

Student name	Perf. ind.#																								
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*= NSBSD performance indicator

(SAMPLE)

NSBSD CLASSROOM REPORTING FORM

Course Title: _____ Areas of Study _____

Length of Course: 1 semester No. of Credits 1/2 per semester

Staff Person: Evenson / Barrow Check one: Required X

Elective _____

Starting 8/16/76

Student name	Perf. Ind. #	*1A (NSBSD 4A1)	*1b (NSBSD 4C2)	*2A (NSESD 5A)	*2b (NSESD 5A2)	*3A (NSESD 5B1)	*3b (NSESD 5B2)	*4A (NSESD 5D1)	*4b (NSESD 5D2)	*5A (NSESD 6C1)	*5b (NSESD 6C2)	6a	6b	7a	7b	7c	8a	8b						
1. Aiken, Mary	10/1		10/20	11/2						11/5														
2. [illegible]			9/3	9/5				10/6																
3. [illegible]			10/13			10/7			11/5															
4. [illegible]	10/12						9/5		9/15															
5. Thomas, Bill	9/5	9/12	9/20	10/3	10/5	10/7	11/1																	
6. [illegible]							11/5																	
7. [illegible]			9/5																					
8. [illegible]				9/10	9/17	9/18	11/2																	
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* = NSBSD P.I.

Date Written or Revised: 5/77

NSBSD PLANNED COURSE STATEMENT

COURSE TITLE: COMMUNICATIONS SKILLS LAB

AREAS OF STUDY: Communications Skills

LENGTH OF COURSE: Two semesters *

NO. OF CREDITS: 1/2 per semester

PREREQUISITES: None

CHECK ONE: REQUIRED: X * one semester

SUGGESTED GRADE LEVEL: 9 - 10

ELECTIVE:

COURSE DESCRIPTION:

In this course, students will work on improving their skills in all five areas of English language communications: reading, writing, speaking, listening and study skills. Students will be tested to determine their deficiencies in these areas and will have individualized programs of study to work on to improve these skills. Group activities will also be a part of the class, with students working on skills improvement through activities such as play reading, newspaper production, etc. All students must have 1/2 credit in Communications Skills Lab to graduate.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
*1. (NSBSD 1.A) Read in English at a level which permits successful performance in the six life roles.	*1a. (NSBSD 1.A.3) Read a 200-word newspaper or magazine article in English and answer in writing four out of five factual recall questions correctly.
	1b. Read an assigned portion of the Alaska Native Land Claims Act and will answer in writing four out of five factual recall questions correctly.
2. Be able to follow written directions.	2a. Follow written instructions for operation or maintenance of a mechanical device (i.e., washing machine snow machine) demonstrating competency by either performing actual operation or answering a set of questions pertaining to the instructions.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
********** REFERENCE: Survival Learning Materials, Barnes & Wilson, Strine Printing Company **********	
3. Make decisions based on what is read.	3a. Given the assignment to read a book of his/her own choice, write a minimum of 100 words relating to a decision made by a person in the book and the positive and/or negative results of the decision. 3b. Given a summary of the benefits and requirements of five different occupations, choose one he/she prefers and write at least five reasons for the choice based on the material read.
*4. (NSBSD 1.A) Write in English at a level which permits successful performance of the six life roles.	*4a. (NSBSD 1.A.1) Fill out three standard job applications correctly using appropriate English grammar, spelling and legible handwriting. *4b. (NSBSD 1.A.2) Write a business letter on an assigned topic using appropriate English grammar, spelling and thought structure.
********** REFERENCE: Forms In Your Future **********	
5. Be able to proofread his own writing to find words with omitted letters, letter reversals, improper endings and questionable spelling.	5a. Proofread his/her rough draft writing and show 80 per cent accuracy in correcting grammatical, structural and spelling errors in process to a final copy.
*6. (NSBSD 1.B) As an individual, be able to listen and speak in English at a level which permits successful performance in all six life roles.	*6a. (NSBSD 1.B.1) Listen to an oral communication in English of five minutes or more and recall or cite orally at least five specific details of the communication.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
	6b. Listen to a story and summarize its plot.
*7. (NSBSD 1.B) Be able to follow oral instructions.	*7a. (NSBSD 1.B.2) Given oral directions in English for the completion of a task involving five or more steps, complete the task correctly.
	7b. Given oral instructions concerning the operation of one of the audio-visual machines in the classroom, operate the machine to a successful completion of a task.
8. Make decisions based on what is heard.	8a. Listen to a local radio announcement and summarize the announcement in writing and describe the action which some person in the community should take as a result of the announcement.
	8b. Listen to a radio or TV advertisement and identify those statements which are facts and those which are opinions.
*9. (NSBSD 1.B) Speak in English at a level which permits successful performance in the six life roles.	*9a. (NSBSD 1.B.3) Give oral directions in English necessary to the completion of a task so that a second person can follow the directions to complete the task. The task must involve five steps.
	*9b. (NSBSD 1.B.4) In a simulated interview situation, respond logically and cogently to the interviewer's oral questions in English.
	9c. During a classroom meeting or other appropriate situation, express an opinion orally about a course of action to be taken and support the statement with two or more reasons for his/her advocacy of that opinion.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
*10. (NSBSD 2.A) As a learner, be able to learn independently.	*10a. (NSBSD 2.A.1) Present evidence of having used appropriate learning resources for himself/herself in the community (i.e., persons with skills to teach, library resources, schools) and outside of the community.
	*10b. (NSBSD 2.C.3) Given a topic, use a library to find appropriate print and non-print materials for his/her use.
*11. (NSBSD 2.B) Be able to set and follow through, as a learner, on short- and long-range personal learning goals.	*11a. (NSBSD 2.B.1) Write a personal learning plan each day for a week, with time budgeted for a variety of learning activities of personal significance and present evidence of follow-through on the learning plan.
	*11b. (NSBSD 2.B.2) Write a long-range personal learning plan to achieve these competencies.

Student Learning Activities (at least two for each P.I.)

Description of Activity	Resources Needed
The student will:	
1a1. Identify letters of a word correctly and in the right order.	The Powerline Program Tach-X Accuracy Training Perception Exercise, teacher-made
1a2. Attack new words by sounding out phonetically.	The Powerline Program Language Master
1a3. Select the meaning for a word which best fits the context of the selection.	Context clues worksheets, teacher-made Published vocabulary development worksheets
1a4. Read short selections and answer factual recall questions on the selections.	SRA-Reading for Understanding Lab Barnell Loft Skillbooks
1a5. Answer questions based on the root meanings of words with affixes.	Reading Attainment System Vocabulary development exercises
2a1. Read a recipe and answer specific questions concerning sequence of cooking steps.	Recipes-related teacher-made questionnaire
2a2. Restate in his or her own words the directions given on a medicine bottle or household product.	Labels from products
2a3. Study pictures of signs and answer specific questions concerning the information given on the signs.	Survival Skills Workbooks
2a4. Read and follow directions for assembling a model.	Model car and plane kits
2b1. Follow the written contract he/she developed with the aid of the teacher and record timings and scores.	Contract and program materials

Student Learning Activities (at least two for each P.I.)

Description of Activity	Resources Needed
The student will:	
3a1. Read short selections and make inferences and draw conclusions.	Barnell Loft "Drawing Conclusions"
3a2. Choose and read a book and state an important problem one character is faced with and tell whether or not the character solves it successfully.	Library books
3b1. Read a book and create a poster advertising the book.	Library books Poster materials
3b2. Read a book and make up six questions a person should be able to answer after reading the book.	Library books
4a1. Be given exercises in using a dictionary as the proper reference source for word spelling.	Dictionary Commercial vocabulary exercises Bad Speller's Dictionary
4b1. Prepare a commercial order blank properly with items which pertain to the six life roles when given sample commercial order blanks and mail order situations.	Commercial order blanks Government applications Commercial instructional materials
4b2. Suggest word choices, organizational changes or revisions in sentence effectiveness in exercises involving letter writing and other expressions of written communication.	Teacher-made and commercial exercises Letters, Cloze exercises
5a1. Achieve 80% accuracy in supplying the necessary capitalization and punctuation when given samples of writing without the necessary capitalization and punctuation.	Teacher-made and commercial exercises
6a1. Listen to tapes and be directed to listen for main idea, sequence, cause and effect, etc., and respond on a worksheet.	EDL Listen and Think worksheets Any available story tapes with teacher-made worksheets

Student Learning Activities (at least two for each P.I.)

Description of Activity	Resources Needed
The student will:	
6a2. Listen to a taped church sermon or community speech and write down the main ideas presented. Notetaking skills should be emphasized.	Tapes or student could attend actual presentation
6a3. Attend council and corporation meetings and take notes listing the minutes of the meeting. Student will summarize the main ideas dealt with at the meeting.	Community meetings
7a1. Complete a geometric drawing when given oral instructions.	
7a2. Find materials in the Lab for use when given oral instructions.	
8b1. List information sources for deciding which items are fact and which are opinion in radio and TV advertising.	Library, Encyclopedia Dictionary
8b2. Describe at least three ways to state a given fact to change the fact's meaning in context.	
9a1. Give directions to another person on assembling a model or collage or use a map to give oral directions to another person.	
9b1. Modify the manner of presentation to suit each audience in role playing assignments (addressing an employer, a child, etc.). Each presentation should be based upon appropriate vocabulary, voicing techniques, verbal and nonverbal cues, inflection, length and organization.	Teacher-developed or published materials
9b2. Given a series of simulated interviews with persons in varied positions (primarily in the Alaskan community: managers, bankers, teachers, police, etc.),	Community resources who would have been briefed on Performance Indicators and Goals
a. phrase questions to elicit needed information, and	
b. formulate answers to provide relevant or requested information.	

Student Learning Activities (at least two for each P.I.)

Description of Activity	Resources Needed
The student will:	
9b3. Relate a story using adequate enunciation, pitch and inflection.	Published materials Folktales Student experiences
10a1. Given a list of questions, determine the best source for locating the answer and write the answer using dictionaries, encyclopedias, thesaurus and directories.	Teacher-made or commercially-developed questions, Thesaurus Dictionary, Encyclopedia Directories
10a2. Given questions pertaining to a certain book, locate the answers by using parts of the book (i.e., Table of Contents, index, chapter headings, illustrations).	Informative book Questions
10b1. Use library and resource materials to develop outlines, summaries, book reports, research reports on assigned topics.	Models, Instructions for making outlines, etc. Resource materials
11a1. Develop a lab schedule which will meet personal needs as assessed by diagnostic testing.	Tests, Schedule format Student-teacher conferences
11a2. Choose a Fine Arts study, sport, vocational interest or other skill situation (Eskimo craft, woodworking, etc.) and develop a week-long daily schedule with time budgeted for appropriate learning and resource usage in that interest area. The student must demonstrate orally to the teacher that he/she has achieved this learning plan following the teacher's review of the schedule.	
11b1. Write weekly in a personal journal including things that are happening--hopes and aspirations, plans for the future.	Notebook, Self-awareness exercises (see RPMS)
11b2. Career development exercises (see Career Exploration Class) such as lifeline activity.	Cooperative activity with Career Exploration

Date Written or Revised: 4/77

NSBSD PLANNED COURSE STATEMENT

COURSE TITLE: STUDENT ASSISTANT

AREAS OF STUDY: Independent Study

LENGTH OF COURSE: One semester

NO. OF CREDITS: 1/2 unit

PREREQUISITES: Completion of 14 credits

CHECK ONE: REQUIRED: ____

SUGGESTED GRADE LEVEL: 11-12

ELECTIVE: X

COURSE DESCRIPTION:

The Student Assistant may enroll for this course with a specific teacher or other staff member to do a variety of things to keep classrooms and offices running smoothly. The student may work as a tutor with small groups of students or with individual students, may do routine clerical work such as typing, filing, dittoing, or work as a clerical assistant in offices, answering phones, etc. The student will not be paid wages for this work, but will receive high school credit. This course may be repeated with consent of the instructor. A student contract (attached) must be filed for each student enrolled for this course.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
*1. (NSBSD 3.D) Demonstrate, as a producer, minimum employability.	*1a. (NSBSD 3.D.1) Present evidence (i.e., time sheets signed by an employer or products resulting from a job) of successfully holding an income producing or volunteer job for a minimum of 100 hours.
*2. (NSBSD 6.A) Relate to peers in a way that reflects understanding and consideration.	*2a. (NSBSD 6.A.2) In a situation requiring the interaction of the group in order to solve an assigned problem, participate in the group process in a manner that demonstrates concern for the well-being and dignity of others.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
*3. (NSBSD 2.A) Set and follow through, as a learner, on short- and long-range personal learning goals.	*3a. (NSBSD 2.B.1) Write a personal learning plan each day for a week, with time budgeted for a variety of learning activities of personal significance and present evidence of follow-through on the learning plan.
*4. (NSBSD 3.A) Be able to understand, as a producer, his/her own capabilities, skills and interests and their relationship to tentative career choices.	*4a. (NSBSD 3.A.2) In consultation with a staff member, identify potential career choices related to the assistant job.

NSBSD

STUDENT CONTRACT

NAME _____ GRADE IN SCHOOL _____
(Student)

FOR _____ NUMBER OF CREDITS EARNED TO DATE _____
(Semester and Year)

SUPERVISING TEACHER _____ SUBJECT _____

* *

This contract is for: ____ independent study ____ student assistant (check one)

WHAT I WILL LEARN BY COMPLETING THIS CONTRACT: (the objectives of this learning experience)

WHAT I PLAN TO DO TO LEARN THIS OBJECTIVE: (procedure and resources for learning, books, etc. or what work is to be done by the student assistant)

HOW WE WILL EVALUATE THIS LEARNING: (how will I know if I've learned it)

PLANNED DATES OF CONFERENCES, ETC.: (or period to be worked for student assistants)

* *

I agree to complete the work outlined above for 1/2 credit. I will confer with my supervising teacher on the dates shown, and I will report to the teacher if I am having difficulty completing the planned work.

Signed_____ Date_____ Signed_____ Date_____
(Student) (Supervising Teacher)

Date Revised: 5/77

NSBSD PLANNED COURSE STATEMENT

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COURSE TITLE: CAREER EXPLORATION

AREAS OF STUDY: Social Studies

LENGTH OF COURSE: One semester

NO. OF CREDITS: 1/2 unit

PREREQUISITES: None

CHECK ONE: REQUIRED: X

SUGGESTED GRADE LEVEL: 9 - Adult

ELECTIVE:

COURSE DESCRIPTION:

This course wi'l help students evaluate their interests, abilities and aptitudes in terms of career possibilities and to make tentative career choices.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
*1. (NSBSD 3.A) Be able to understand, as a producer, his/her own capabilities, skills and interests and their relationship to tentative career choices.	*1a. (NSBSD 3.A.1) Identify orally three personal interest areas based on a standard job interest identification instrument such as Job-O or Kuder Vocational Interest Profile. For each interest area, identify three jobs in which she/he would be interested. *1b. (NSBSD 3.A.2) Identify his/her aptitudes and abilities in consultation with a staff member and identify orally job cluster appropriate to his/her skills and abilities.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
*2. (NSBSD 3.B) Be able to locate job opportunities and establish criteria by which to evaluate job opportunities.	*2a. (NSBSD 3.B.1) Identify orally three jobs for which she/he will be qualified upon graduation from high school. For each one, identify orally entry-level wage, fringe benefits, working conditions, training opportunities, advancement opportunities and related life-style expectations.
	*2b. (NSBSD 3.B.2) Identify orally three sources to locate information about job opportunities.
*3. (NSBSD 3.C) Be able to apply and interview for jobs.	*3a. (NSBSD 3.C.1) In a real or simulated setting, adequately prepare a letter of application and a resume for a job interview.
	*3b. (NSBSD 3.C.2) In a real or simulated setting, adequately complete a job interview based on standards in the NSBSD Career Education Course Guide.
*4. (NSBSD 3.D) Be able to demonstrate minimum employability.	4a. Plan and write a tentative program and related experience needed to reach entry-level employment.
	*4b. (NSBSD 3.D.1) Present evidence (i.e., time sheets signed by an employer or products resulting from a job) of successfully holding an income producing or volunteer job for a minimum of 100 hours.
*5. (NSBSD 3.E) Have entry-level job skills for a job of his/her choice or know how to obtain those skills.	5a. Research employee/employer expectations and list several behavior attitudes that are likely to be thought desirable by an employer in his/her career field.
	*5b. (NSBSD 3.E.1) EITHER complete the requirements for an NSBSD Career cluster in an area of his/her choice or describe orally the entry-level skills needed for a job of his/her choice and appropriate methods of obtaining those skills.

Student Learning Activities (at least two for each P.I.)

Description of Activity	Resources Needed
The student will:	
1a1. Complete a standard job interest identification instrument.	Job interest identification instrument
1a2. Write a summary of test result interpretations in a personal notebook for reference purposes.	Test result sheets Notebook, Pens, Critique sheet
1b1. Have a conference with teacher/counselor and identify orally job cluster appropriate to his/her skills and abilities.	Test result sheets Job cluster requirements
1b2. Gather information which will assist in a career decision and identify reliable resource materials.	Textbook, Library Dictionary of Occupational Titles, Work-experience coordinator
2a1. List sources of information concerning training requirements for various occupations in the career area of his/her choice.	Textbook Library
2a2. Write a report of interviews with five working adults in each of three selected occupations to determine the workers' views of the prospective field.	Community resources Interview form
2b1. See above activities.	
3a1. Complete a learning packet on job application problem.	Job application learning packet
3a2. In a simulated problem, answer a newspaper advertisement applying for a job which requires a letter of application and a resumé sheet.	NSBSD Career Education Course Guide, Newspapers Letter of application and resumé samples

Student Learning Activities (at least two for each P.I.)

Description of Activity	Resources Needed
The student will:	
3b1. Discuss with instructor the do's and don'ts of job interviews	Job interview chart
3b2. List five questions he/she should be prepared to answer and three questions he/she should be prepared to ask during a job interview.	Information sheet on job interviews
3b3. Be required to set up an appointment and complete a job interview in an occupation of his/her choice. The work-experience person will help in determining community resource people for this assignment.	NSBSD Career Education Course Guide, Community resources Work-experience person
4a1. Using community resource people and library materials, survey entry-level wage, fringe benefits, working conditions, training opportunities and job conditions, training opportunities and job opening possibilities in a career of his/her choice.	Community resources Library
4a2. Write a tentative program stating entry-level skills for a career of his/her choice.	NSBSD Career Education Course Guide, Library
4b1. In an essay assignment, relate the life-styles of people who work in different career environments to personal interests and preferences.	NSBSD Career Education Course Guide, Library
4b2. Complete an interview with instructor/counselor or work-experience coordinator. The student will be placed in a work situation of his/her choice for a minimum of 100 hours.	Community resource directory Manpower job list Community job openings
5a1. In an essay assignment, be able to explain the relationship of personal attitudes to achievement.	Textbook
5a2. After viewing a role playing situation, list five good employee behaviors and five bad employee behaviors as viewed by an employer.	World of Work simulation
5b1. Survey information concerning training requirements for various occupations in the career area of his/her choice.	Textbook Library

Date Revised: 4/77

NSBSD PLANNED COURSE STATEMENT

COURSE TITLE: PHYSICAL EDUCATION I and II

AREAS OF STUDY: Physical Education

LENGTH OF COURSE: Two semesters

NO. OF CREDITS: 1/2 unit per semester

PREREQUISITES: None

CHECK ONE: REQUIRED: X

SUGGESTED GRADE LEVEL: 9

ELECTIVE:

COURSE DESCRIPTION:

Physical Education I and II will provide opportunity for the student to develop and maintain a level of physical, mental, social and emotional fitness through a program of developmental conditioning and testing and through participation in team, low organization and mass activities. Basic design of program will provide opportunities to explore a broad range of activities, especially team sports.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will: *1. (NSBSD 1.D) Maintain a healthy mind and body.	The student will: *1a. (NSBSD 1.D.4) Describe orally an appropriate plan for maintaining personal physical fitness. *1b. (NSBSD 1.D.5) Identify orally factors which influence personal, mental and physical health. *1c. (NSBSD 1.D.6) Demonstrate personal physical fitness by achieving an average score in the 50th percentile on the AAPHER fitness test.

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COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
	1d. Identify those activities, from a list provided, which may contribute to good mental health and constructive use of leisure time.
2. Exhibit neuromuscular coordination, techniques, agility, balance, strength and flexibility in a variety of activities and team sports.	2a. From fall to spring testing, show score improvement on at least one of the AAPHER fitness scores.
	2b. For each sport or activity studied, identify orally the lead-up skills to be utilized.
	2c. For each sport or activity studied, demonstrate lead-up skills commensurate with his/her abilities.
3. Understand the rules of the PE activities and team sports offered in the course of study.	3a. Score satisfactorily on a device to measure knowledge of the rules necessary for effective participation as designed by the physical education staff.
	3b. Have an opportunity to officiate activities and be evaluated by a staff person and classmates.
4. Participate effectively as a member of a group in PE activities.	*4a. (NSBSD 6.A.2) In a group PE situation, participate in activities in a manner that demonstrates concern for the dignity and well-being of others.
*5. (NSBSD 1.E) Perform or create in a medium of his/her choice.	*5a. (NSBSD 1.E.1) Demonstrate the fundamentals of two lifetime leisure sports activities.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
*6. (NSBSD 3.A) Understand his/her capabilities, skills and interests and their relationship to tentative career choices.	*6a. (NSBSD 3.A.2) Identify by name five jobs or careers which could be based on interests and skills in physical education and physical activities.

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Date Written or Revised: 5/77

NSBSD PLANNED COURSE STATEMENT

COURSE TITLE: HEALTH

AREAS OF STUDY: Health

LENGTH OF COURSE: One semester

NO. OF CREDITS: 1/2 unit

PREREQUISITES: None

CHECK ONE: REQUIRED: X

SUGGESTED GRADE LEVEL: 10-12

ELECTIVE:

COURSE DESCRIPTION:

A variety of topics will be covered in this course to develop student knowledge, understanding and skills in personal health, human growth and development, diseases and disorders, oral health, vision and hearing, nutrition, emotional health, substance use and misuse, environmental health, consumer health and health careers. The student will obtain a Red Cross First Aid card in this class.

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COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will: *1. (NSBSD 1.D) Know how to maintain a healthy mind and body.	The student will: *1a. (NSBSD 1.D.1) Describe orally a personal plan for maintaining physical fitness. *1b. (NSBSD 1.D.5) Identify orally or in writing factors which influence physical and mental health. *1c. (NSBSD 5.A.1) Identify where he or she can get medical and dental care in his/her village, in Anchorage, in Fairbanks and in other major lower 48 cities.

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APPENDIX E

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
	1d. Identify orally or in writing factors that contribute to mental and physical fatigue.
	1e. Identify orally or in writing the dangers involved in only sporadic participation in strenuous activities.
2. Understand how human beings grow, develop and reproduce.	2a. Describe the process of human reproduction, including the roles played by both parents.
	2b. Match the value and the behavior from a list of possible values placed on sexual function and a list of possible behaviors with regard to sexual functions.
	2c. Identify by name at least four methods of effective birth control.
	2d. Describe the state laws with regard to abortion and birth control appliances and access to minors for these birth control methods.
********** Reference: <u>One Nation Under Age</u>, Alaska Youth Advocates (529 I Street), Anchorage, Alaska, 25¢ per copy, pp. 13, 14, 15 **********	2e. Define all sexual contact between non-married adults as illegal in the state of Alaska.
	2f. Define the importance of reporting a rape as being beneficial to obtaining more rape convictions and to remove the chance for the rapist to rape another woman.
	*2g. (NSBSD 6.B.2) Describe orally at least five physical needs and five psychological needs of a child which must be met by parents or surrogate parents.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
	2h. Given a list of role expectations, identify his/her expectations about whether the role is appropriately female or male.
	2i. For at least four of the expectations identified in 2h, discuss whether or not the role expectation could be adequately filled by the opposite sex.
	2j. Identify his/her own sex role expectations with regard to occupation, post-high school training, marital and parental status and, as a class activity, compare the expectations of boys as opposed to girls.
	2k. Based on the data collected in 2j, identify orally or in writing at least five ways in which our American culture manipulates one's self-image and expectations in regard to sex roles.
3. Know the symptoms and treatments for some common communicable and chronic diseases.	3a. Identify by name four kinds of microorganisms (virus, fungus, bacteria and protozoa) and for each, cite one harmful effect to humans and one helpful benefit.
	3b. Identify the role of vaccination in preventing the spread of communicable diseases.
	3c. Identify by name the kinds of communicable diseases which are caused or aided in spread by improper disposal of human wastes and solid waste (garbage).
	3d. Given the names of three common communicable diseases, define the major symptoms of each (TB, common cold, influenza, skin diseases, hepatitis, mononucleosis, venereal disease).

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will: 3e. Identify by name at least five chronic diseases which affect the Alaskan population (e.g., allergies, congenital disorders, skin disorders, epilepsy, emotional disorders and dental caries). 3f. Identify the elements of a good preventive medical program for a community (diagnosis, case finding, early detection, prompt treatment, sanitation, and environmental controls and immunization).
4. Know how the teeth, ears and eyes function and how to maintain their use throughout his/her lifetime.	4a. Identify by name the major parts and functions of the human eye from a diagram. 4b. Identify by name the major parts and functions of the human ear from a diagram. 4c. Identify by name the major parts and functions of the human mouth from a diagram. 4d. Identify the elements of a good oral health, vision and hearing, personal health maintenance program. 4e. Define the relationship between exposure to noise of a certain decibel level and the amount of hearing loss in the short and long run. 4f. Given the titles of a variety of health care specialists in oral, hearing and vision specialties, identify the specialty area for each (e.g., vision--optometrist and ophthalmologist; hearing--audiologist; dental--dentist, oral surgeon, orthodontist and dental hygienist).

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
5. Understand the relationship between health and adequate and appropriate food intake.	5a. Label by name and function the major organs of the human digestive and excretory systems from a diagram.
	5b. Describe orally or in writing the major steps in the human digestion of a bacon, tomato and lettuce sandwich, utilizing the diagram labeled in 5a.
	5c. Identify the functions of food in the human body as being to provide heat, energy, growth and repair.
	*5d. (NSBSD 1.D.3) Describe orally a daily menu which meets good nutritional standards from a list of thirty foods.
	5e. Identify the appropriate weight for his/her age and height from a chart of appropriate weights for varying heights and age levels.
6. Understand the basis of sound mental health and mental unhealth.	*6a. (NSBSD 1.D.5) Identify orally factors which influence personal mental health.
	6b. Describe some ways that he/she has observed people dealing with emotional crises and identify those ways which seemed healthy to the student and those which seemed destructive.
	6c. Distinguish between symptom relief and dealing with the sources of the problem when discussing the use of drugs to alleviate symptoms of depression and fatigue.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
	6d. Identify some of the elements of a positive self-image, including self-acceptance and self-respect, respect for others, acceptance of others, ability to accept success and failure and criticism, and ability to get personal needs met in socially acceptable ways.
	6e. Define some elements of a negative self-image as being lack of self-respect, inability to accept failure and criticism, and describe some behavior patterns associated with negative self-image.
	6f. Describe some behaviors of the self-destructive individual, including suicidal tendencies.
	6g. Describe some healthy and some unhealthy ways to deal with anger and distinguish between healthy and unhealthy ways.
7. Know the characteristics and dangers of substance misuse.	*7a. (NSBSD 1.D.1) Given a list of seven common drugs (e.g., tobacco, alcohol, aspirin, penicillin, marijuana, heroin) agreed to by staff and student, cite orally at least one potentially harmful and one potentially helpful effect of each drug, consistent with effects described in medical literature.
	7b. Identify some possible causes for substance misuse and the characteristics of the substance misuser.
	7c. Identify the symptoms of a pre-alcoholic and the treatments available to the alcoholic.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
	7d. Match the values and the resulting behaviors when given a list of social values placed on the use of drug substances and a list of behaviors which might be based on the values.
	7e. Identify the long-term effects of tobacco, alcohol and other drugs on the mind and body.
8. Know how to give first aid and some factors of home and school safety.	*8a. (NSBSD 1.D.2) Obtain a standard Red Cross First Aid card through a standard Red Cross First Aid course.
	8b. Identify ten safety hazards at school and preventive measures to take for each.
	8c. Identify ten common household accidents and preventive measures to take for each.
	8d. Identify precautions to be taken in the disposal of human sewage and garbage and the proper way to dispose of such wastes in his/her own village.
9. Know how to choose and use health personnel and products.	9a. Identify five common fallacies about health and, for each, cite the medically correct information.
	9b. Given an ad for a health care product or appliance, evaluate the information contained in the ad and identify orally whether or not he/she would purchase the product.
*10. (NSBSD 3.A) Understand his/her capacities, skills and interests and their relationship to tentative career choices.	*10a. (NSBSD 3.A.2) Identify and name five jobs or careers which could be based on interests and skills in the health and health care fields.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
	The student will: 10b. For each of two of the careers identified in 10a, identify post-high school training needed for entry-level skills for each career and the sources of such training.

Date Written or Revised: 4/77

NSBSD PLANNED COURSE STATEMENT

COURSE TITLE: SCIENCE OF THE NORTH SLOPE

AREAS OF STUDY: Basic Science

LENGTH OF COURSE: One semester

NO. OF CREDITS: 1/2 unit Science

PREREQUISITES: None

CHECK ONE: REQUIRED: X

SUGGESTED GRADE LEVEL: 9 - 12

ELECTIVE:

COURSE DESCRIPTION:

In this course, students will examine scientific principles and theories which they can observe operating within their immediate environment. Among the topics which could be included in this course are geology, marine biology, Arctic biology and botany, weather and physics. The student will develop an understanding of some basic scientific principles through observation and experimentation and through use of community activities (e.g., hunting, whaling, etc.).

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will: *1. (NSBSD 1.F) Be able to understand and appreciate the Iñupiat heritage. ********** Reference: Building in the North, Eb Rice, published by the Geophysical Institute, University of Alaska Order from: The Editor, The Northern Engineer, University of Alaska, Fairbanks, AK 99701 $4.00 **********	The student will: *1a. (NSBSD 1.F.2) Demonstrate or describe, either orally or in writing, the fundamentals of two or more historic and modern-day Eskimo food gathering activities (e.g., whaling, hunting, fishing) including methods of procurring the food source, preparation of the food and storage of the food. *1b. (NSBSD 1.F.3) Demonstrate or describe historic and modern Eskimo methods of providing shelter and clothing in the Arctic.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
	*1c. (NSBSD 1.F.4) Demonstrate or describe historic and modern methods of Arctic travel.
	1d. Given a historic or modern-day human activity in the Arctic, describe orally or in writing the basic scientific principles utilized by the person performing the activity (e.g., for historic housing designs: scientific principles employed include insulating properties of various materials, knowledge that heat rises, principles of ventilation, etc.)
*2. (NSBSD 2.C) Be able to apply principles of inquiry used in physical and social sciences and reasoning and logic processes used in general problem solving activities.	*2a. (NSBSD 2.C.3) Given a topic, use a library to find appropriate print and nonprint materials for his/her use.
	*2b. (NSBSD 2.C.1) When presented with a science or social science problem, describe a method for generating outcomes that is consistent with scientific methods. (The problem solving method will contain these steps: identification of the problem, construction of a hypothesis, testing of the hypothesis, gathering and analysing data and drawing conclusions from the data.)
********** Reference: Arctic Slope Regional Profile, State of Alaska, $25 **********	2c. Collect and record data in a tabular form, given a locally relevant situation.
	2d. Given sets of locally relevant data (e.g., sunrise/sunset times), construct graphs to illustrate recognizable patterns.
	2e. Given sets of data, (e.g., temperature, time of year and visibility), recognize existing patterns and relationships

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
	2f. Using the data generated in 2e, identify the factors which influenced the outcome.
	2g. Given directions and equipment, set up and conduct an experiment using a control situation and testing the effect of one or two variables.
*3. (NSBSD 5.F) Be able to function as a responsible steward of the environment.	*3a. (NSBSD 5.F.1) Given data on subsurface mineral content, wildlife habitation and current human use of a particular area on the Arctic Slope, identify orally some ecologically sound uses of the land area.
	*3b. (NSBSD 5.F.2) Given data on a local pollution problem (e.g., solid waste/sewage disposal, litter), identify two solutions involving his/her personal action and two solutions involving group, governmental or agency action and probable cost factors of such solutions.
4. Understand these concepts as evidenced on the North Slope:	
a. Weather is a result of the movement of air masses over land and water and is influenced by local topography.	4a. Given a local weather condition, describe the probable climatic factors and scientific principles which are needed to create the condition (e.g., hoarfrost: dew point, water vapor in suspension, ground temperature, three states of matter and movement from one form to another).
b. Matter usually occurs in one or more of three states (solid, liquid, gas) and matter in each state has particular physical properties.	4b. Name the three physical states of water (water vapor, liquid water, ice) and describe orally or in writing the physical properties expected in each state.
c. The survival of any species (including man) is dependent upon the interrelationships which exist among the species, the physical geography and climate of the species' habitat, and the other living things (plants and animals) within the habitat.	4c. Given a species occurring within the student's environment (e.g., caribou, whales, etc.), list orally or in writing the food chain for the species, climatic and topographic requirements for the species' habitat(s) and major current threats to its survival.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
	4d. Identify orally or in writing by common English name and Iñupiat names: ten species of Arctic birds, ten species of land animals, ten species of marine animals, and ten species of plants, including five edible ones.
	4e. Describe briefly, orally or in writing, the geologic history of his/her local environment, based on observations of the local topography and the probable land based resources of the local area.
*5. (NSBSD 3.A) Understand his/her own capabilities, skills and interests and their relationship to career choices.	*5a. (NSBSD 3.A.1) Identify by name five or more careers which could be based on interests and skills in science.
	*5b. (NSBSD 3.E.1) For each of two of the careers identified in 5a., describe the kind of post high school training needed for entry level skills for that career and where such training can be obtained.

Student Learning Activities (at least two for each P.I.)

Description of Activity	Resources Needed
The student will:	
1a1. Participate in local food gathering activities and will report to staff person, either orally or in writing, on his/her observation of scientific principles utilized in activity (e.g., ice fishing--how deep are fish and why, what bait is used and why, ice movement: how and why).	Local persons competent in food gathering activities to supervise worksheet developed by staff to use during activity to record observations/debriefing activity to report observations
1a2. Interview a local person about the changes in food gathering activities over time and report results of interview to staff person.	File of local people willing to be interviewed
1b1. Research historic method of providing shelter and clothing and report on scientific theories utilized in historic methods.	Library, local people, staff-prepared worksheet
1b2. Prepare a model or drawing or actual item for shelter or clothing to be used.	Materials as needed, local community resource people
1c1. Research navigation techniques land and sea in his/her geographic area and will report on them orally or in writing to staff person.	Possible compasses, star charts, etc.
1c2. Describe orally or in writing some of the scientific principles at work in a snowmobile or automobile engine (e.g., expansion/contraction due to temperature, condensation, etc.)	
1d1. Activities 1a1, 1b1, 1c1 could all work here, too.	
2a1. Activities 1b1, 1c1, 1c2 could work here.	
2b1. Examine some case studies or other information about a problem related to science in his/her local area and will describe a method for solving it. Pollution, sanitation, etc. Students will need to be prepped on what scientific method <u>is</u> prior to doing this. All problems used in this course should be examined in this way and ideas for solutions should be submitted to the criteria of scientific method.	

Student Learning Activities (at least two for each P.I.)

Description of Activity	Resources Needed
The student will:	
2c1. As above--2b1.	
3a1. Staff presentations and learning activities must be specific to the student's geographic location.	State of Alaska Regional Profile: The Arctic Slope regional corp. activities/ publication
3b1. Same as 3a1.	
4a1. Preparation on vocabulary of weather. Building weather instruments. Charting daily temperature, humidity, wind, barometric pressure, etc. Forecasting local weather.	Field trip to weather bureau, DEW line station Weather maps, thermometers, homemade wind indicators
4b1. Observation of phenomena in local environment.	Field observation
4c1. Research on species.	Library
4c2. Visiting community member lecturing: trapper, hunter, etc.	Food chain game: who eats whom? U.S. Forest Service materials on environmental education
4d1. Geology vocabularly, chart and map making, concept of superposition, examination of specimens, films.	Arctic Slope Regional Profile films, rock samples, fossil samples, use of visiting lectures
4d2. Field tripping to observe terrain.	

Date Written or Revised: 4/77

NSBSD PLANNED COURSE STATEMENT

COURSE TITLE: SKIN SEWING

AREAS OF STUDY: Home Economics

LENGTH OF COURSE: One semester

NO. OF CREDITS: 1/2 unit

PREREQUISITES: None

CHECK ONE: REQUIRED:

SUGGESTED GRADE LEVEL: 10-12

ELECTIVE: X

COURSE DESCRIPTION:

In this course the student will learn to make beautiful and useful items using furs and skins. Included in the course will be such topics as tools used preparing and sewing skins, hand and machine sewing techniques with skins and furs, selection and care of fur and skin articles and making projects using these materials. The student will select and complete projects appropriate to his/her level of sewing skill.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will: 1. Recognize and use skin sewing tools.	The student will: 1a. Demonstrate appropriate use of the following tools for skin sewing: a. thimble b. skin sewing needles (glovers) c. dental floss, linen thread or sinew according to the project d. the ulu, single-edged cutting blade or Exacto knife

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
	1a. (Continued) e. heavy duty or leather cutting shears for tanned leather such as split cowhide and moose f. Eskimo scraper or appropriate substitute such as dull edge of drawknife, flesh knife or currier's knife g. tracing paper for transferring patterns h. masking tape for holding the pattern in place on the skin i. leather marking tools such as pencil tailor's chalk, ball point pen, felt markers for tracing patterns on skin j. tape measure k. (optional) beeswax for waxing thread
2. Identify and use skin and fur suppliers.	2a. Identify orally and in writing common skin suppliers --local and mail order. 2b. Use a catalog and make out an order for skins and/or furs.
3. Know the various ways that skins are tanned for use and methods of working with skins tanned in several ways.	*3a. (NSBSD 1.F.3) Describe orally and in writing and/or demonstrate traditional skin uses for four or more of the following: a. tanning and dyeing with alder b. haulers red seal c. soaking, scraping and stretching d. oogruk intestine and windpipe

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
	*3a. (Continued) e. ground squirrel f. caribou leg g. sinew
	3b. Describe orally or in writing the advantages and disadvantages of: a. home tanning process with chemicals b. Eskimo tanning methods
	3c. Discuss orally or in writing skin uses that indicate commercial tanning.
	3d. Describe orally or in writing and/or demonstrate proper care of a fresh skin or a skin that has been salt dried or frozen dry.
	3e. Describe orally, in writing and/or demonstrate how to remove odors from strong smelling skins.
4. Judge the suitability of old furs for garment construction.	4a. Describe orally or in writing methods for testing the strength of old furs to determine their value for new garment construction.
5. Know methods of cleaning furs at home.	5a. List and/or demonstrate two or more appropriate methods to clean fur when it is not practical to have it professionally cleaned by a furrier.
*6. (NSBSD 1.F) Understand and appreciate the Inupiat heritage.	*6a. (NSBSD 1.F.3) Describe or demonstrate historic and modern methods of providing clothing in the Arctic.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
7. Construct a skin or fur article using appropriate techniques for skin and fur sewing.	7a. Select fur or skin suitable for the desired project.
	7b. Select lining fabric appropriate for such projects as jackets, mittens and slippers.
	7c. Demonstrate design and construction of appropriate trim for the project.
*8. (NSBSD 3.A) Understand his/her own capabilities, skills and interests and their relationship to tentative career choices.	*8a. (NSBSD 3.A.2) Identify by name two jobs of careers which could be based on interest and skills in the skin sewing.
	8b. For each of two of the careers identified above identify post-high school training needed for entry-level skills for the career and the source of such training, if any.

NOTE: If a student successfully performs a majority of the basic math competencies on the NSBSD proficiency test administered at the beginning of Grade 9, the student may take Algebra I instead of Math Skills Lab I and II. Credit would then be received in Algebra I instead of Math Skills Lab I and II.

NSBSD PLANNED COURSE STATEMENT

COURSE TITLE: MATH SKILLS LAB I and II

AREAS OF STUDY: Basic Math

LENGTH OF COURSE: Two semesters

NO. OF CREDITS: 1/2 unit per semester, Math

PREREQUISITES: None

CHECK ONE: REQUIRED: X

SUGGESTED GRADE LEVEL: 9

ELECTIVE:

COURSE DESCRIPTION: In this course, the student will be helped to assess his/her present level of math skills and knowledge. The student will then participate in learning activities designed to:

1. Perfect the computational skills of addition, subtraction, multiplication and division with whole numbers, fractions and decimals.
2. Develop his/her ability to use the basic skills of percent, place value, estimation, geometry, measurement, money, ratio proportion, averaging, graphs and time.
3. Develop his/her ability to use mathematical formulas to solve problems as well as to apply the skills of (I) and (II) to solve real-life problems involving numbers.
4. Develop his/her ability to use calculators to perform basic computations with whole numbers, decimals and percents.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
	(Unless otherwise stated, the student is expected to correctly work two out of three assessment tasks described by each performance indicator. Exceptions will be expressed in the form "PI X/Y" written at the end of the indicator. "X" items are to be correct out of a total of "Y" assessment tasks. Unless otherwise stated, the assessment tasks are written exercises.)

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
1. Be able to use the four basic computational skills of addition, subtraction, multiplication and division with whole numbers, fractions and decimal numbers, and be able to apply these to real-life problems.	*1a. (NSBSD 1.C.1) Demonstrate the ability to perform multiplication and division with whole numbers, fractions and decimal numbers. He/she will do this by successfully completing two out of three assessment tasks for each sub-indicator A - S of the Performance Indicator 1.C.1 of the NSBSD required Basic Math Student Competencies. 1b. Use established rules about order to evaluate the expression when given a simple arithmetic expression using whole numbers and two or more of the four basic operations of arithmetic. 1c. Evaluate a simple arithmetic expression using whole numbers and containing one or more sets of parentheses. 1d. Given a simple practical problem from real life which can be expressed as a mathematics problem involving one or more of the four basic operations of arithmetic, a. express the problem as an arithmetic problem, b. solve the problem, and c. interpret the solution in terms of the problem setting.
2. Be able to use the basic skills of percent and be able to apply these to real-life problems involving percent.	*2a. (NSBSD 1.C.1) Demonstrate the ability to use the basic skills of percent by successfully completing two out of three assessment tasks for each sub-indicator T - X of Performance Indicator 1.C.1 of the NSBSD required Basic Math Student Competencies.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
	2b. Solve a problem of the form "b is what percent of a?" where "a" and "b" are whole numbers.
	2c. Given a simple interest sales tax or discount problem which can be solved using percent,
	a. express the problem as a percent problem,
	b. solve the problem, and
	c. interpret the solution in terms of the problem setting.
3. Be able to read and write whole numbers and decimal numbers to identify the place value of a given digit, and to order sets of decimal numbers.	3a. Write in numeral form whole numbers which contain thousands and/or hundreds.
	3b. Write the number or state the words of the number orally when given the numeral form of a whole number with five or less places.
	3c. Write the number in decimal form when given the written or spoken word form of a decimal number with tens, hundreds or thousands.
	3d. Write the written word form of the number or state the word name orally when given a decimal number with three or less decimal places.
	3e. Identify the decimal place value of any digit when given a decimal number less than one with three or less decimal places.
	3f. List a set of decimal numbers in order beginning with the smallest and ending with the largest.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
*4. (NSBSD 1.C.2) Be able to estimate mentally sums, differences, products, quotients and the answer to simple problems involving one or more of the four basic operations.	4a. Estimate the sum, then choose the most reasonable answer from four choices when given four or five two- to four-digit whole numbers. 4b. Estimate the differences, then choose the most reasonable answer from four choices when given two-, three- or four-digit whole or decimal numbers. 4c. Multiply the number by 10,000 or 1,000 without paper and pencil (oral assessment tasks) when given a two- or three-digit whole or decimal number. 4d. Estimate the product, then choose the most reasonable answer from four choices when given a three- or four-digit whole number and a two-digit whole number. 4e. Divide a number by 10,000 or 1,000 without paper and pencil (oral assessment tasks) when given a three- or four-digit whole or decimal number. 4f. Estimate the quotient, then choose the most reasonable answer from four choices when given a three- or four-digit whole number and a one- or two-digit whole number. 4g. Estimate the sum, then choose the most reasonable answer from four choices when given two or three fractions and/or mixed numbers. 4h. Estimate the difference, then choose the most reasonable answer from four choices when given two fractions and/or mixed numbers.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
	4i. Mentally estimate the answer within 15% to math problems involving two or more operations. He/she will do this by successfully completing two out of three assessment tasks of this form.
	4j. Mentally estimate then write the answer to an accuracy of 15% of the true answer a practical problem which can be expressed as a math problem involving two or more operations.
5. Be able to identify certain geometric figures.	5a. Given sketches of seven geometric figures, match the figure with the appropriate word: triangle, square, rectangle, circle, rectangular solid, cube or sphere. (PI 5/7)
*6. (NSBSD 1.C.3) Be able to use the skills of metric measurement to determine lengths, perimeter, area and volume.	6a. Identify the ruler marking for the number when given a centimeter measure between one and twelve, with zero or one decimal place and a picture of a metric ruler.
	6b. Given a picture of a metric ruler, write in centimeters or millimeters the number associated with a given ruler marking.
	6c. Measure the segment to the nearest millimeter when given a line segment and a metric ruler.
	6d. Draw a segment the length of the given measure when given a metric ruler and a whole number centimeter measure between two and twelve digits.
	6e. Given the name of an item to be measured, write which of the following units would be most efficient for measuring the item: meter, centimeter, millimeter. (PI 4/5)

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
	6f. Place the correct number in the blank when given three incomplete statements of conversion between millimeters, centimeters and meters.
	6g. Given a three- or four-sided polygon, measure the sides to the nearest millimeter and then find the perimeter of the polygon (acceptable accuracy ± 5mm).
	6h. Compute the perimeter of the given figure when given the measure of the length and width of a rectangle or the measure of the length of a side of a square.
	6i. Compute the area of the given figure when given the measure of the length and width of a rectangle or the measure of the length of a side of a square.
	6j. Measure the dimensions (height, length and width) to the nearest centimeter when given a rectangular solid (box) with dimensions less than or equal to 25 centimeters and a metric ruler. He/she will write these measurements on paper.
	6k. Compute the volume of the solid when given the measure of the length, width and height of a rectangular solid (box).
	6l. Compute the volume of the cube when given the measure of the length of a side of a cube.
*7. (NSBSD 1.C.3) Be able to use the skills of English measurement to determine the length, perimeter and area.	7a. Identify the ruler marking for the number when given a whole or mixed or fractional inch measure between zero and seven (denominator two, four or eight and a picture of an English ruler).

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will: 7b. Given a picture of an English ruler, write the whole, fractional or mixed number associated with a given ruler marking. 7c. Given a line segment and an English ruler, measure the segment to the nearest eighth of an inch. 7d. Draw a segment the length of a given measure when given an English ruler and a whole or mixed number inch measure between one and seven. 7e. Compute a table of three English measures in inches, feet or yards. (PI 4/6) 7f. Compute the perimeter of a given figure when given the measure of the length and width of a rectangle or the length of a side of a square. 7g. Compute the area of a given figure when given the measure of the length and width of a rectangle or the length of a side of a square. 7h. Measure the dimensions (height, length, width) to the nearest fourth of an inch when given a rectangular solid (box) with dimensions less than 10 inches and an English ruler. He/she will then write these measurements on paper.
8. Be able to use appropriate metric measures in weighing items.	8a. Given a list of five items, identify the most appropriate unit of measure for each item (gram or kilogram). (PI 3/5)

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
9. Be able to read a Celsius and a Fahrenheit thermometer.	9a. Given a picture of a Celsius thermometer, write the correct number reading for boiling point, freezing point, normal body temperature and normal room temperature. (PI 4/5)
	9b. Given a picture of a Fahrenheit thermometer, write the correct number reading for boiling point, freezing point, normal body temperature and normal room temperature. (PI 4/5)
*10. (NSBSD 1.C.4) Be able to apply the basic skills of arithmetic to problems involving money.	10a. Given an amount of money written with $ and ¢ symbols, write or orally state that amount in words.
	10b. Given an amount of money expressed in words, write that amount using $ and ¢ symbols.
	10c. Given a picture of a collection of coins and bills, determine the value of the collection.
	10d. Determine the amount of each kind of coin or bill needed for change when given the amount of a purchase and the bill denomination ($1, $5, $10 or $20) used to pay for the purchase.
	10e. Count out loud the correct change using play money when given the amount of a purchase and a play money bill of denomination $1, $5, $10 or $20 to pay for the purchase. (PI 1/1)
	10f. Compute the total cost of each of four or five items.
	10g. Estimate to within 15% accuracy the total cost of each of four or five items.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
	10h. Compute the difference between two prices that are each less than $100.
	10i. Estimate to within 15% accuracy the difference between two prices that are each less than $100.
	10j. Compute the total cost when given the cost of an individual item and a number of items (up to $100).
	10k. Find the number of units when given the total cost (under $1,000) of a number of units and the cost per unit.
	10l. Given a real-life money problem which can be expressed as a math problem using one or more of the basic operations of arithmetic, a. express the problem as an arithmetic problem, b. solve the problem, and c. interpret the solution in terms of the problem setting.
*11. (NSBSD 1.C.4) Be able to use the basic skills of ratio and proportion.	11a. Write the corresponding ratio when given a word phrase of rate.
	11b. Write the ratio in simplest form when given a ratio which is not in simplest form.
	11c. Determine which rate is better, given a practical situation and two rates.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
	11d. Given three statements of equality of two ratios, determine if each statement shows a proportion then write "yes" or "no" on his/her paper.
	11e. Write the missing number when given a simple proportion with a missing number.
	11f. Given a simple practice word problem which can be stated as a proportion, a. write it as a proportion, b. solve the proportion, and c. interpret the solution in terms of the given word problem.
12. Be able to find the average (mean) of a set of whole numbers.	12a. Find the average (mean), given a set of four, five or six whole numbers.
	12b. (Optional) Find the median of a set of whole numbers.
	12c. (Optional) Find the mode of a set of whole numbers.
13. Be able to read and interpret information from tables, charts and graphs, and be able to construct bar, broken line and circle graphs.	13a. Answer the question, given a simple table and written questions to interpret information from the table.
	13b. Answer the questions, given a chart and three written questions to interpret information from the chart.
	13c. Answer the questions, given a bar graph and three written questions to interpret information from the graph.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
	13d. Make a bar graph when given sufficient information. (PI 1/1)
	13e. Answer the questions, given a broken line graph and three written questions to interpret information from the graph.
	13f. Make a broken line graph, given sufficient information and a grid. (PI 1/1)
	13g. Answer the questions, given a circle graph and three questions to interpret information from the graph.
	13h. Make a circle graph, given sufficient information and a circle.
14. Be able to use the basic skills of time.	14a. Write or state the time of day to the nearest minute, given a clock or a picture of a clock.
	14b. Indicate the number of seconds in a minute, in an hour, in a day, days in a week, days in a year and months in a year, weeks in a year, by completing a series of statements, each of which includes a blank. (PI 5/7)
	14c. Determine to the nearest quarter of an hour the time period elapsed when given a beginning and an ending time.
	14d. Given a beginning time, determine the time at the end of a period of a given number of minutes or hours, or hours and minutes.

COURSE GOALS (NSBSD goals indicated by an *)	STUDENT PERFORMANCE INDICATORS (NSBSD P.I.'s indicated with an *)
The student will:	The student will:
*15. (NSBSD 1.C.4) Be able to use a simple mathematical formula in solving real-life problems with numbers.	14e. Given a calendar, answer four questions concerning information obtained from the calendar. (PI 3/4)
	15a. Determine the area of a rectangle when given the appropriate formula and the measures of the length and width of a rectangle.
	15b. Determine the circumference of a circle when given the measure of the radius of a circle and the formula: circumference equals 2π times the radius.
	15c. Find the pay when given numbers for the hours and the rate, and the formula: pay equals hours times rate.
	15d. Find the selling price when given the number values for the cost and profit, and the formula: selling price equals cost plus profit.
	15e. Compute the simple interest for one year when given the number values for the rate and principal, and the formula: interest equals rate times principal.
	15f. Given the interest formula: distance equals rate times time, and given numbers for two of the three: distance, rate or time, find the third.
	15g. Compute and write the answer to a practical problem when given sufficient data and the appropriate mathematical formula.
16. Be able to use a hand calculator to compute answers to problems involving whole numbers or decimal numbers with one or more of the four operations of arithmetic and/or percent.	16a. Compute 88% or more correctly by using a hand calculator, given a set of 25 computational problems involving the addition, subtraction, multiplication and division of whole numbers and decimals and percent problems.

APPENDIX F

COMPETENCY NEEDS ASSESSMENT: NSBSD SECONDARY PERSONNEL QUESTIONNAIRE

Please respond to the following questions as completely as you can. If you were interviewed by the Northwest Regional Lab Consultants in November, 1975, please just drop me a note to that effect, unless you have additional input that you would like to make at this time. I need to have this data in to me no later than March 18, Thursday, since I will be leaving for Portland on the 19th to work with the consultants on writing the initial draft of the secondary competencies.
Thank you for your help and cooperation. -- Pat

1. Describe your philosophy of education briefly.
2. Describe your involvement in local affairs.
3. What similarities do you see between operation and instruction in North Slope and other Alaska schools?
4. What differences.....?
5. How can teachers best help plan a standardized or common curriculum?
6. How can teacher acceptance of a common curriculum be gained?
7. How can community acceptance of the curriculum be gained?
8. What should the goals of bilingual education be?
9. What student competencies would you expect every high school graduate of the North Slope to need in adult life?
10. What is happening now to high school graduates and students who leave school prior to graduation?
11. What innovations in secondary curriculum are you interested in seeing? What new course offerings, content areas, scheduling patterns, etc.?

Your name (if you prefer to be anonymous, that's fine)
Your teaching level

Interview Guide: collection of data from COMMUNITY on competency based secondary curriculum, North Slope Borough School district

Location: ☐ Barrow ☐ village

Occupation: _____

Age group: ☐ student ☐ 18-30 ☐ 30-50 ☐ over 50 (estimate)

Questions and responses:

1. Are schools important to you and to the community? Why and how?
2. What are your major complaints about the schools?
3. What is happening to students who graduate from high school now? How about those who leave prior to graduation? Is it harder to get a job or live happily without a high school diploma?
4. What student competencies would you expect every high school graduate of the North Slope ought to have?
5. What should the goals of bilingual education be?
6. What changes and improvements in secondary curriculum would you like to see?
7. For business/government people: What are entry-level job skills needed to fill job positions in your area? What jobs are currently available?
8. For recent graduates: How well did your high school education prepare you for your adult life? What are the big adjustments that you have had to make in moving from high school to adult life?

SAMPLE TEACHER TRAINING MATERIAL

Pretest for Writing Performance Indicators:*
Learning Activity A

Directions:

1. Take the pretest.
2. Use the key to check your answers.

PRETEST

1. To name five principles of learning.

   This statement is stated in terms of the learner doing or producing something. yes___ no___

2. To teach the important events occurring during the Golden Age of England.

   This statement is stated in terms of the learner doing or producing something. yes___ no___

3. Place a check mark next to the words which describe observable learner behavior.

   a) To enjoy ____
   b) To list ____
   c) To know ____
   d) To recite ____
   e) To write ____

4. To name orally the zip code appropriate to each of the 50 states.

   This statement indicates the conditions under which the behavior is to occur. yes___ no___

*Materials for this lesson have been adapted for our use from content of the Research for Better Schools Laboratory publication, Teaching in IPI, Volume 1, pages 105-118.

5. To identify lower and upper case letters.

This statement indicates the conditions under which the behavior is to occur. yes___ no___

6. Given a human skeleton, the student must be able to correctly identify by labeling at least 40 of the following bones; there will be no penalty for guessing (list of bones inserted here).

This statement indicates the minimum acceptable student performance level for evaluation. yes___ no___

7. When presented with a form, the student must fill out a standard accident report.

This statement: (check one response)

____ a) Omits the stating of the minimum acceptable student performance level.
____ b) Does not contain a verb which describes observable learner behavior.
____ c) Omits the conditions under which the behavior is to occur.

8. To identify a well-balanced breakfast, given the foods to be eaten and amounts, within 10 seconds.

This statement: (check one response)

____ a) Does not fulfill the criteria for indicating who is doing the behaving.
____ b) Contains all criteria of a behavioral objective.
____ c) Does not contain a verb which describes observable learner behavior.

9. To identify the twelve months and the seven days with 100% accuracy.

This statement: (check one response)

____ a) Contains all criteria of a behavioral objective.
____ b) Omits the conditions under which the behavior is to occur.
____ c) Omits the stating of the minimum acceptable student performance level for evaluation.

10. The student will synthesize at least ten general principles of common law from five test cases.

This statement: (check appropriate responses)

____ a) Does not fulfill criteria for indicating who is doing the behaving.

____ b) Does not fulfill criteria for evaluating student performance level.

____ c) Does not clearly describe the desired learner behavior.

PRETEST ANSWER KEY

Item

1. Yes
2. No
3. a)
   b) x
   c)
   d) x
   e) x
4. No
5. No
6. Yes
7. a
8. a
9. b
10. b and c

If you scored 90% (missed one question or less), go to Learning Activity B. If you missed more than one question, do Learning Activity A as described below.

Learning Activity A:

If you missed questions: (on the pretest)

1, 3, 8 or 10	do Mager, pages 2-24 (learner behavior)
4, 5 or 9	do Mager, pages 25-43 (conditions)
6, 7 or 10	do Mager, pages 44-52 (evaluation)

**Mager, Robert F., Preparing Instructional Objectives, Fearon Publications, Belmont, California.

Learning Activity B:

Do the self-test, Mager, pages 54-60. Use the answer sheet provided on this page.

Score your own test. If you miss eight or more questions, please see your instructor for additional help. If you miss seven or fewer questions, proceed to Learning Activity C.

Answer Sheet for

Preparing Instructional Objectives

Posttest, Page 55

1.	Yes	No
a.	___	___
b.	___	___
c.	___	___
d.	___	___
e.	___	___
f.	___	___
g.	___	___
h.	___	___

2.	A	B
a.	___	___
b.	___	___
c.	___	___
d.	___	___
e.	___	___
f.	___	___
g.	___	___
h.	___	___
i.	___	___
j.	___	___
k.	___	___
l.	___	___
m.	___	___

(SEQUENCE CONTINUES)

CBE MINI-GRANT PROPOSAL

As a part of the Title IV-C grant to NSBSD, eight mini-grants of up to $500 each are available to individual NSBSD teachers for curriculum development related to the competency based secondary program. The proposal form for applying for this money is attached.

Guidelines:

1. The proposal must be related to curriculum development for NSBSD secondary programs, and must relate to the drafted competencies in some way.

2. Proposals will be reviewed as they are submitted and teachers will be notified within two weeks of acceptance or rejection of the proposal.

3. Funds may be used to compensate teachers for out-of-school time at the rate of $12 per hour used to develop curriculum, or to write planned course statements. Purchase of commercial curriculum materials to be adapted for NSBSD use may be considered; travel funding may be possible if the relationship to curriculum development is clear. Reproduction of developed materials may also be funded.

4. All materials developed with a mini-grant belong to NSBSD and will be disseminated to all district schools.

5. Some possible activities which might be funded include the development of planned course statements for secondary courses, or research and writing of appropriate individualized instructional packages.

6. All proposals should be sent to Pat Evenson, Box 169, High School, Barrow, Alaska 99723.

7. All funded projects must be completed by March 1, 1977.

SECONDARY CBE MINI-GRANT

Your Name _____

School _____

Date _____

Brief Title (your own) _____

I am submitting the following mini-grant proposal to benefit my instruction.

1. Project description--I will carry out the following plan:

2. The product(s) of my mini-grant will be:

3. My anticipated budget is:

List item, quantity, cost, where it can be purchased, including price and address in full.

Other Expenses: Please itemize (use same form below) any other expenses--transportation expense, consultant costs, fees, etc.

ITEM	Quantity	Cost	SUPPLIER
TOTAL →			

4. I will have completed this work by _____.
date

5. I have discussed this proposal with my principal and he is aware of my interest in seeking the above grant.

_____
Teacher's Signature

INSTRUCTIONS: Please keep a copy of this application for your records. Send the ORIGINAL to Pat Evenson, Box 169, High School, Barrow, AK 99723.

****

_____ _____
Approved Rejected

_____ _____
Date Date

page 154 blank.

APPENDIX I

4-YEAR CYCLE OF SECONDARY (9-12) COURSES

ANAKTUVUK PASS				KAKTOVIK AND PT. LAY			
77-78	78-79	79-80	80-81	77-78	78-79	79-80	80-81
*Govt. & Law	Western Civilization	U.S. History	*Native Land Claims	Alaskan History *Native Land Claims (1)	U.S. History	*Govt. & Law	Western Civilization
Contemporary Literature	*Communication Skills: Writing	Speaking and Listening	Introduction to Literature	*Science of the North Slope Earth Science	*Career Exploration	*Health	Biology
*Science of the North Slope (1) Biology (1 semester)	Earth Science	Physical Science	Space and Environment	*Communication Skills: Reading Improvement	Communication Skills: Writing	Communication Skills: Reading, Literature	Communication Skills: Speaking, Listening
*Career Exploration (1)	*Math Skills (1) *Personal Finance (1)	Vocational Math (1) Algebra and Geometry	*Math Skills *Personal Finance	*Math Skills	Algebra/ Geometry	*Math Skills	*Personal Finance
P.E. *Health (1)	P.E.	P.E. *Health (1)	P.E.	P.E.	P.E.	P.E.	P.E.
Elective	Elective	Elective	Elective	Elective	Elective	Elective	Elective

(1) = one semester course
* = NSBSD required course
Each course offered at least once every 4 years

4-YEAR CYCLE OF SECONDARY (9-12) COURSES

NUIQSUT

77-78	78-79	79-80	80-81
*Math Skills	Vocational Math (1) *Personal Finance (1)	*Math Skills	Algebra I & II
U.S. History	Alaskan History (1)	*North Slope Science (1)	Earth Science (1)
Communication Skills	Writing Skills	Intro to Literature (1) Contemporary Literature (1)	Speech
Typing I & II	*Health (1) *Career (1) Exploration	Typing I & II	*Health (1) *Career (1) Exploration
Home Ec	Home Ec	Home Ec	Home Ec
Shop	Shop	Shop	Shop
P.E.	P.E.	P.E.	P.E.

(1) = one semester course
* = NSBSD required course
Each course offered at least once every 4 years

POINT HOPE

77-78	78-79	79-80	80-81
*Communication Skills	*Communication Skills American Literature(1)	*Communication Skills	*Communication Skills American Literature (1)
Alaskan History (1) U.S. History (1)	Journalism	Alaskan History (1) *Land Claims (1)	*Govt. & Law (1) Western (1) Civilization
*Land Claims (1)	Biology (1)	U.S. History (1)	Biology
*Career (1) Exploration	Algebra	*Career (1) Exploration	Algebra (1)
*Math Skills (1) *North Slope Science (1)	*Math Skills	*Math Skills (1) *North Slope Science (1)	*Math Skills
*Health (1)	Govt. & Law (1)	*Health (1)	
*Personal Finance (1)	Western (1) Civilization	Chemistry (1)	
		*Personal Finance (1)	

Each course offered once every 2 years

4-YEAR CYCLE OF SECONDARY (9-12) COURSES

WAINWRIGHT			
Teacher 1	Teacher 2	Teacher 3	Teacher 4
American History	World History	Alaskan History *Native Land Claims (1)	*Govt. & Law
Geography (1) *North Slope Science (1)	Human Biology	*Health	
*Communication Skills: Reading, Listening, Word Usage	Study Skills (1) Composition (1)	Speech (1) Literature (1)	Business English (1) Creative Writing (1)
*Math Skills	General Math	*Personal Finance	Advanced Math
*Career (1) Exploration	Elective	Elective	Elective
*P.E.	Elective	Elective	Elective

(1) = one semester course
* = NSBSD required course
Each course offered every year

NOTE: Barrow High School with 20 plus staff members is not included since its size and numbers of staff make each year's course plan somewhat flexible. Its size is also not typical of Rural Alaska.

(SAMPLE)

CBE PROGRESS REPORT

Directions: List below the performance indicators by number for each course from the planned course statement. Below each performance indicator number, write the number of students who have achieved each performance indicator as of this date. If you have added or deleted any of the non-starred indicators, please so indicate.

Date: 12/16/76

Course Title: Govt + Law School: Barrow

Staff: Pat Evenson No. of Students in Class: 15

Performance Indicator #	* 1a	* 1b	* 2a	* 2b	* 3a	* 3b	* 4a	* 4b	* 5a	* 5b	* 6a	* 6b	* 7a	* 7b	
# Students Completed	12	4	9	10	7	15	15	14	13	10	12	13	2		

This course would be better for my students if: I had more materials on Alaskan juvenile law.

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Year 1	Phase I	Planning and Design	(See pages	for specific tasks)
	Phase II	Initial Implementation	(See pages	for specific tasks)

Years 2 - 4	Continuing Implementation, Evaluation and Revision		
Goal	Objectives	Method	Dates
1. To provide support services and materials to teachers to insure student achievement of district-adopted performance indicators.	1a. To identify needed teaching/learning materials for each performance indicator.	1a1. Questionnaires to district teachers on needed materials; inservice activities on identifying materials.	Year 2 & 3
	1b. To produce/acquire needed materials.	1b1. Secondary curriculum specialist will produce materials; research available commercial materials; evaluate materials currently in use and revise if needed.	Year 2
	1c. To establish a secondary textbook adoption procedure and committee.	1c1. Secondary curriculum specialist will solicit volunteers from district staff for text adoption committee, with committee to establish adoption guidelines and recommend secondary text adoptions by subject area.	Year 2
	1d. To involve NSBSD teachers in developing curriculum materials for district wide use.	1d1. Secondary curriculum specialist will announce availability of eight $500 mini-grants to teachers to produce needed materials; will review and recommend funding for appropriate applications. Will evaluate these materials and disseminate them for district wide use.	Year 2,3,4
	1e. To utilize expert NSBSD teachers in specific subject fields to provide help to other teachers teaching courses outside of their subject specialization.	1e1. Secondary curriculum specialist will identify subject area curriculum coordinator; will circulate descriptions of help available from subject area coordinators to NSBSD teachers and how to utilize help provided. Subject coordinators will log requests for help received and description of help offered; will refer requests they are unable to meet to secondary curriculum specialist.	Year 2,3,4

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Goal	Objectives	Method	Dates
	1f. To produce a monthly secondary curriculum newsletter for NSBSD.	1f1. Secondary curriculum specialist will compile and distribute a secondary curriculum newsletter monthly, containing ideas for teaching strategies, materials, etc., compiled from professional journals and solicited from NSBSD teaching staff.	Year 2,3,4
	1g. To provide more consistent evaluation district wide of student achievement of performance indicators.	1g1. Secondary curriculum specialist and subject area coordinators will jointly develop at least one evaluation instrument for each student performance indicator.	Year 2
2. To fully implement the CBE system in all school sites and all courses, grades 9 - 12. (Year 1 involved only required courses.)	2a. To maintain individual student competency achievement records on all NSBSD students in grades 9, 10, 11 for school year 77-78.	2a1. Use of CBE progress report.	Year 2
	2b. To maintain records by course of each student's achievement of performance indicators in each planned course statement.	2b1. Use of CBE progress report.	Year 2
	2c. To review and revise all CBE materials for use 78-79.	2c1. Secondary curriculum specialist will direct district curriculum committee to review and revise materials based on data collected in 1a1, 1c1, 1d1, 1e2, 1e3, 1g1, 2a1 and 2a2.	Year 2
3. To provide secondary inservice as needed district wide to support CBE project.	3a. To assess secondary inservice needs as related to teaching improvement, knowledge and skills in CBE, subject area knowledge improvement.	3a1. Secondary curriculum specialist will distribute T.A.P. assessment form district wide, collect and analyze results; develop an inservice schedule and plan.	Year 2,3,4
	3b. To provide for inservice as needs are identified, either on site at district schools or in group setting.	3b1. Secondary curriculum specialist will plan inservice with subject area coordinators; will arrange or present inservice; will evaluate inservice.	Year 2,3,4